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ABSTRACT

The document consists of teaching outlines which one school district's teachers developed and used in the early stages of an exemplary program to provide students with occupational information and to guide and instruct them in career development. The first 50 pages contain general materials: an activity calendar, a guide to exemplary programs, and a resource guide. Most of the document is comprised of instructional unit outlines: several for grade levels 4-6 (each planned to span six weeks); 36 lessons for grades 7and 8; 36 lessons for ninth grade vocational education courses (each planned to span one week); additional ninth grade materials for integrating occupational information into academic subjects; and two interdisciplinary units for grades 10-12, one of six weeks' duration (Personal and Family Relationships), and one of three weeks' duration (Legal Aspects of Daily Life). Compensatory units, without grade level, in mathematics and communications are offered for vocational education students. Units include a topic outline, teaching/learning activities, and learning resources. The final section of the document concerns program evaluation; a progress report and the review team's evaluation instrument with findings are included. (AJ)

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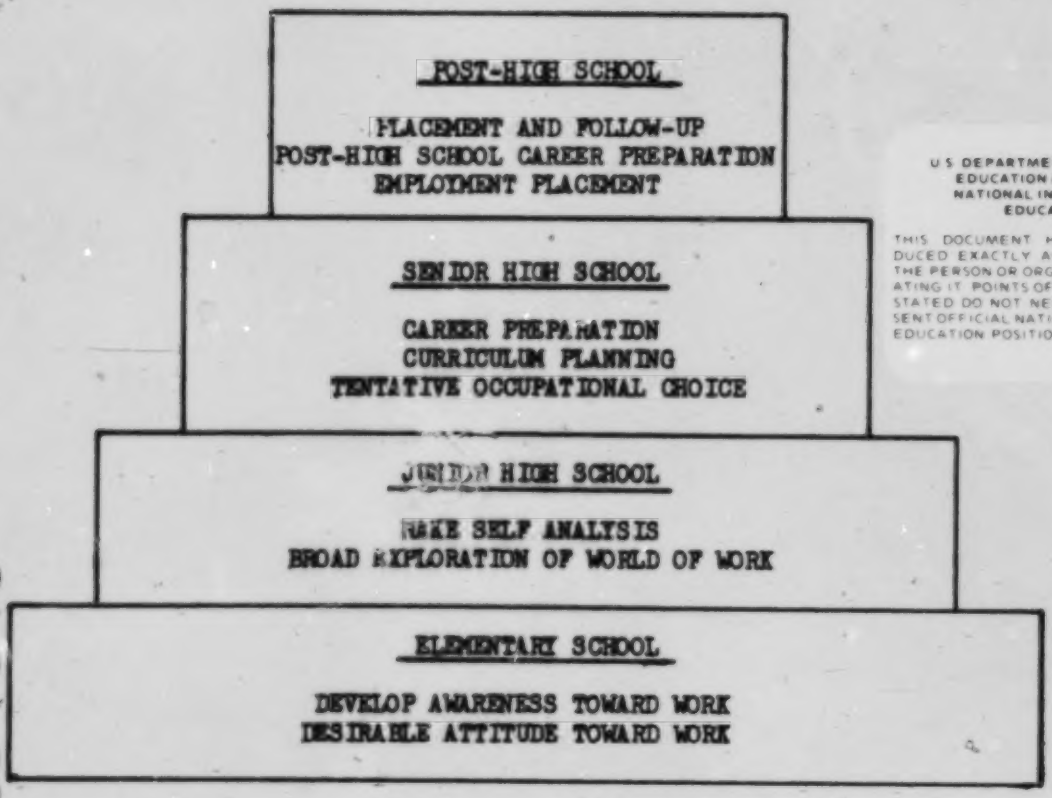
INTERDISCIPLINARY APPROACH TO CAREER DEVELOPMENT THROUGH A PROGRAM OF OCCUPATIONAL EDUCATION

Russellville City School System

Russellville, Alabama



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PREFACE

The Exemplary Program in the Russellville schools is designed to provide students with occupational information; and guide and instruct them in a program of "Career Development."

Research points out that occupational choice is a maturing process which covers a period of some ten years in the life of an individual beginning about the age of ten. Based upon this concept the Russellville program begins with grade four and continues through grade twelve.

This material is not a book but consists of teaching outlines and other materials which Russellville teachers have developed and used during the early stages of the Career Development Program. It is neither complete nor is it in a refined form but has been assembled and bound at this stage upon request from the State Department of Education.

The ultimate goal, upon completion of the exemplary stage of the Career Development Program in Russellville schools, is to have a complete and practical teaching plan in Career Education for each grade level and special interest area that will become a permanent part of the school curriculum.

The success of this Exemplary Program is credited to the team work of the Russellville school personnel listed on the following pages. Special recognition is extended to Mr. Cecil Greenhill for the excellent job of printing this material.

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Russellville, Alabama

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Mr. Dennis Tunell	Ninth Grade Social Studies
Miss Sadie Smith	Ninth Grade Social Studies
Mr. Randy Key	Ninth Grade Science
Mrs. Patricia Bailey	Compensatory Math & Communications
Mr. C.C. Hardy	T & I

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GENERAL MATERIALS

July 1, 1970-June 30, 1973

Guide Lines For

VOCATIONAL EXEMPLARY PROGRAM

Russellville City Schools
Russellville, Alabama

Vocational education is not new in America. The first school law passed in America was adopted by Massachusetts in 1642 which required that a child receive instruction in religion, laws of the country, and a suitable trade.

Choosing a suitable trade or occupation is a major decision facing our youth today. It is a definite responsibility of the schools to assist students in making this decision. No individual can have an interest in an occupation of which he has no information.

Our program in the Russellville schools is essentially a program of educating students in Occupational Information; and guiding and instructing them in a program of "Career Development" designed for the individual. Research points out that occupational choice is a maturing process that covers a period of some ten years in the life of an individual beginning about the age of ten.

The major steps in the program are:

(1) To integrate occupational information with the regular subject matter in grades four through six;

(2) Instructing students in grades 7, 8, and 9 in Occupational Information along with assisting them in making a self-analysis based on certain interests, personality and aptitude inventories administered by the guidance counselors;

(3) Upon completion of the ninth grade, the guidance counselors, other staff members, and the students' parents will assist him in relating this information to himself and the world of work so as to decide upon his occupational preference;

(4) As the student enters into his preparatory training for his chosen occupation in grades 10, 11, and 12, the student and his advisor (major vocational teacher) will plan the units of instruction which will include certain interdisciplinary units plus the subject matter units in his major vocational field that will help prepare him for job entry level in his chosen occupation or for continuing vocational programs in post high school training.

The underlying concept of the proposed program is that vocational choice and preparation is a continuing process which spans a long period of time and requires a concerted effort by educators to develop a process by which a student can realistically select and attain success in a given vocation.

A. Elementary School

At the elementary school level, development of an awareness of and acquisition of general information and understandings about the world of work is the most important aspect of development of occupational choice and vocational maturity. This will be accomplished by making occupational information and exploratory activities an integral part of the overall pattern of learning activity in the fourth, fifth, and sixth grades. A resource teacher will assist classroom teachers in developing appropriate content and processes.

B. Seventh and Eighth Grades Group Guidance Activities.

Counselors will meet with all junior high school students to introduce the occupational guidance program and explain the purposes of counseling services. A brief overview of the occupational guidance program will be presented to create an interest in and stimulate thought about the importance of occupational choice.

Seventh and eighth grade students will examine and participate in informal exploration activities which will help to stimulate further exploration and widen interest areas. Interest inventory scores will be discussed with seventh grade students by homeroom teachers. Personality inventory scores will be discussed with eighth grade students by homeroom teachers also.

Parents will be provided information about the content and activities of the program and will be encouraged to seek further information about its designed scope and purposes.

C. Ninth Grade

Occupational interest and aptitude inventories will be administered to all students at this grade level. These inventories will be used by counselors and the vocational staff in counseling students.

A student with assistance from the counselors and vocational staff will interpret and evaluate his aptitude, interests, academic skills, and personality.

Concurrent with and supplemental to the guidance activities will be a planned program of occupational information. The occupational information program will be conducted by vocational teachers and guidance personnel one period per week and will consist of directed study of broad occupational divisions.

At the conclusion of the ninth grade occupational information and guidance program, the student, with the participation of his parents and the vocational personnel, will be encouraged to express an occupational preference. The student's expressed occupational preference will guide the student, his parents, and school personnel in determining whether the student will enter an academically or vocationally oriented program.

D. Tenth-Twelfth Grades

At the senior high school level, students will have an option of advanced preparatory training in specific occupational areas, cooperative part-time training or some combination of these.

Students who elect the vocational curriculum will select a vocational instruction program and will be assigned a faculty advisor. The faculty advisor will be a teacher from the vocational area selected by the student and will assist the student in selecting course offerings during the remainder of his career development program.

All course offerings will be structured on a six-weeks block basis. Each block will be a self-contained unit of instruction. Each student with the assistance of his advisor will develop a sequential program of eighteen units. Of these, no more than six, or two per year, may be selected from interdisciplinary units. The remainder will be units from the student's major area.

During the tenth grade, the student will receive a six-weeks unit of occupational information which will be pertinent to and taught by teachers in his major field. In the eleventh and twelfth grades the occupational information will be integrated with the subject matter units.

If upon entry of the selected vocational instruction program, the student does not make satisfactory progress and/or is not satisfied with his choice, he will be allowed and provided guidance in making a more appropriate selection. When appropriate a new advisor will be assigned to correspond with the new program.

Student personnel services will be provided for all students to assist them in adjusting to the vocational program and procedures and to provide for continued in-school vocational counseling.

Early identification of students who are potential dropouts will be practiced; and these students will be provided with additional guidance and counseling services. With the variety and possible combinations of services to be offered within the junior and senior high school levels, it is expected that with special considerations most of these students can be appropriately placed in the regular occupational education course offerings.

Students will be provided short-term intensified training in selected occupational areas whose proneness to drop out seems irreversible; therefore, providing them with at least minimal employment skills before they sever their connection with the school. Some potential dropouts who complete this intensive training may be induced to remain in school and apply their skills in a work experience or cooperative training program.

Short-term intensive training and cooperative part-time training will also provide occupational education opportunities for students who are not dropout-prone, but who have not had previous training and wish to develop salable skills prior to graduation. These experiences will be partially provided through the cooperative endeavors with the area vocational school.

During the final semester of a student's career development program, teaching and guidance personnel will provide planned instruction and counseling to prepare him to find and secure suitable employment. This will conclude the formal high school career development program.

It is anticipated that upon graudation the student will make a decision to either accept employment or continue his formal education. If at any time after leaving high school a former student desires further vocational education, he may avail himself of guidance and instructional services which are provided by or in conjunction with the school. Student personnel services will be provided to assist him in choosing appropriate course, and vocational instruction will be provided.

Compensatory instruction in communications and math is taught by a special instructor to those students enrolled in the vocational programs who cannot perform at minimum levels.

Evaluation processes will be directed by the Occupational Research Coordinating Unit of Auburn University. The program will be evaluated to determine if students exposed to the proposed programs will:

1. (Objective #1) . . . make realistic occupational preference as indicated by a comparison of counselor assessment prior to enrollment in program, instructor assessment during program, and employment findings on annual and three-year follow-ups of student occupations.

2. (Objective #2) . . . deviate less in their perception concerning the prestige of occupations as measured by a pretest-posttest modified version of the North-Hatt prestige scale of occupations used by the NORC (National Opinion Research Center).

3. (Objective #3) . . . exhibit greater vocational maturity as compared to previous students who received little or no occupational guidance or information as measured by the Attitude Test of the Vocational Development Inventory.

4. (Objective #4) . . . perform at or above a predetermined level on an examination prepared by the student's major instructor and the interdisciplinary instructor relating the interdisciplinary subject matter to the student's major area of concentration.

CALENDAR OF ACTIVITIES
January 1 to June 30
1972
Exemplary Program
Russellville City Schools

Task	Planning Operational	P O	Month and Date Start	Complete	Year	Persons Responsible
1. Continue needed revisions of all three-week interdisciplinary units to be taught in 1972			Jan. 1	June 30	1972	Non-Area Vocational Teachers
2. Continue needed revisions of all six-weeks occupational information units to be taught to tenth grade students.		P	Jan. 1	June 30	1972	All Vocational teachers
3. Continue integrating occupational information in planning your regular vocational units for grades 10, 11, and 12.		P	Jan. 1	June 30	1972	All Vocational Teachers
4. Continue needed revisions of occupational information units for seventh, eighth, and ninth grades.		P	Jan. 1	June 30	1972	Counselors W. C. Farmer
5. Revise integrated occupational information units for grades four, five, and six.		P	Jan. 1	June 30	1972	Fourth, fifth, and sixth grade teachers
6. Make needed revisions of integrated occupational information units for ninth grade academic classes: English, Science, Social Studies		P	Jan. 1	June 30	1972	English: Mrs. Graves Mrs. Fuller Science: Mr. Key Social Studies: Mr. Tucker Mr. Tunell Miss Smith
7. Assist ninth grade academic and fourth, fifth, and sixth grade teachers in revising integrated occupational information units.		P	Jan. 1	June 30	1972	Counselors

Task	Planning Operational	P O	Month and Date Start	Month and Date Complete	Year	Persons Responsible
8.	Presentation of integrated occupational information units to grades four, five, and six.	O	Sept. 1	May 31	1971 1972	All teachers in grades 4, 5, and 6
9.	Presentation of three-week interdisciplinary units as scheduled for 1971-72 to tenth, eleventh, and twelfth.	O	Oct. 11	May 31	1971 1972	Non-Area Vocational Teachers
0.	Complete presentation of six-week occupational information units to tenth grade.	O		May 31	1972	All Vocational Teachers
1.	Administer pre-test and post-test to tenth grade for six-week occupational information units.			May 31	1972	All Vocational Teachers
2.	Presentation of integrated occupational information with regular vocational subject matter units to grades ten, eleven, and twelve.	O	Sept. 1	May 31	1971 1972	All Vocational Teachers
3.	Presentation of occupational information units program to grades seven and eight.	O	Sept. 1	May 31	1971 1972	Counselors
4.	Presentation of integrated occupational information units to ninth grade academic classes.	O	Sept. 1	May 31	1971 1972	English: Mrs. Grave Mrs. Fulle Science: Mr. Key Social Studies: Mr. Tucker Mr. Tunell Miss Smith
5.	Presentation of basic vocational units to ninth grade boys.	O	Sept. 1	May 31	1971 1972	Mr. Parme Mr. Vaugh
6.	Develop and file with coordinator the course of study outline for each vocational program (use form VE-7)	P	Sept. 1	June 30	1971 1972	All Vocational Teachers

Task	Planning Operational -P -O	Month and Date Start	Complete	Year	Persons Responsible
7. Complete and file a three-year curriculum for each vocational student (use form VE-4) Use VE-7; Student's interest; Schedule situation.	0	Sept. 1	June 30	1971 1972	Major Vocational Teacher; individual student; coordinator counselors
8. Conduct group and invidual counseling sessions.	0	Sept. 1	May 31	1971 1972	Counselors
9. Administer Kuder General Interest Inventory to seventh grade.	0	Sept. 1	March 15	1971 1972	Counselors
0. Apply Callington Drop-out instrument	0	Sept. 1	May 31	1971 1972	Counselors
1. Administer standardized program achievement tests to students completing a major vocational program.	0		May 31	1972	Counselors and Vocational Teachers
2. Select and enroll vocational students in compensatory math and communications.	0	Sept. 1	April 30	1971 1972	Basic Education Instructor Mrs. Baile; Vocational Teachers
3. Presentation of Compensatory Math and communications work.	0	Sept. 1	May 31	1971 1972	Mrs. Baile
4. Develop a plan for student placement activities.	P	Sept. 15	May 31	1971 1972	Coordinator Counselors steering committee
5. Carry out student placement activities	0	Jan. 1	June 30	1972	Coordinator Counselors steering committee
6. Complete and file vocational program status report with coordinator.	0	Sept. 1	April 30	1971 1972	All Vocational Teachers

Task	Planning Operational -P -O	Month and Date Start	Month and Date Complete	Year	Persons Responsible
. Develop plans for intensified training program for dropouts.	P	Jan. 1	June 30	1972	Coordinator, Counselors, Director
. Recruitment of enrollees for intensified training program.	O	Sept. 1	May 31	1971 1972	Counselors and Vocational Teachers
. Develop a comprehensive plan for public relations.	P	Jan. 1	June 30	1972	Director, Coordinator, Secretary and others
. Carry Out public relations	O	Jan. 1	May 31	1972	All Participating Personnel
. Develop a plan to improve files.	P O	Jan. 1	June 30	1972	Coordinator Secretary

LEARNING RESOURCES

Domestic (Child Care) and Janitorial Junior High

Resource No. Title and Source

References and Materials

1. Hollander, Cornelia H. Portable Workshop for Pre-School Teachers, Doubleday & Company, Inc., Garden City, New York, 1966.

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12. Basic Building Maintenance. Alabama VRA Innovation Project KD, Auburn University.

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14. Educators Guide to Free Science Materials. Educators Progress Service Inc., Randolph, Wisconsin, 1970.

15. Encyclopedia of Careers & Vocational Guidance Volumes I and II, Occupational Library Chronicle, Moravia, New York.

16. Furniture Finishing & Refinishing. Lane Magazine & Book Co., Menlo Park, California.

References and Materials

17. Furniture Upholstery & Repair, Lane Magazine & Book Co., Menlo Park, California.

18. Custodial Training. Trade & Industrial Education Instructional Laboratory, The Ohio State University, College of Education, Columbus.

Audio-visual materials

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Magazines

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Better Homes & Gardens
Ground Maintenance
Good Housekeeping
Ladies Home Journal
Living
Woman's Day
Family Circle
Southern Living
J. C. Penny Catalogs
Sears Roebuck Catalog (current)
Sears Roebuck Catalog (1908)
Consumer Guide & Report

LEARNING RESOURCES

Food Services Junior High

Resource No. Title and Source

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2. Bahn, Raymond J., Ward, John D. Learning About Measurement, Frank E. Richards Publishing Co., Inc., Phoenix, New York, 1969.

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4. Dogin, Yvette. Teen-Agers At Work, Frank E. Richards Publishing Co., Inc., Phoenix, New York.

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6. Frost, Marie Hilma. Food and Nutrition, Resource Sheets, Learning Arts, David C. Cook Publishing Co., Elgin, Illinois.

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8. Hupke, William E. Encyclopedia of Careers and Vocational Guidance, Doubleday & Company, Inc., Gardendale, New York.

9. Jochem and Shapiro. Vocational English, Globe Book Co., Inc., 175 Fifth Avenue, New York, New York.

10. Jones and Burnham. Junior Homemaking, J. B. Lippincott Company, Philadelphia, Pennsylvania, 1958.

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28. Careers In the Quantity Food Service Industry. Vocational Guidance Manual, H. J. Heinz Company, National Restaurant Association, Chicago, Illinois.

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Landscape Gardening and Janitorial Junior High

Resource No.	Title and Source

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References and Materials

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36. Building Maintenance, Nursery Worker, Grounds Keeper. Alabama VRS Innovation Project 69 ED, Auburn University, School of Education, Auburn University.

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40. Exploring Arithmetic 4. Library of Congress Catalog Card No. 57-5017, Webster Publishing Co., 1957.

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References and Materials

48. Sunset Garden Books. Lane Book and Magazine Company, Menlo Park, California.

49. Swimming Pool Maintenance Operation. Department 41-Course 030, Vocational, Technical and Adult Education.

50. The Turner Career Guidance Series. Follett Educational Corporation, Chicago, Illinois, 1967.

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DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE
Office of Education
Bureau of Adult, Vocational and Technical Education
Division of Vocational and Technical Education
Exemplary Programs and Services Branch
Washington, D. C. 20202

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EXEMPLARY PROJECTS FUNDED UNDER SECTION 142 (c) - PART D - PUBLIC LAW 90-576

FISCAL YEAR 1970 PROGRAM

March 1971

EXEMPLARY PROJECTS IN VOCATIONAL EDUCATION

Supported under: Section 142 (c) - Part D - Public Law 90-576

Project Number	Grant Number	Project Director and Institution	Title	Total Project Duration	Federal Funds for First Funding Period
0-361-0006	OEC-0-70-5190 (361)	Mr. Stuart R. Brown Region V Educational Services Center P. O. Box 1069 Lancaster, S. C. 29720	Demonstration Programs of Vocational Education in South Carolina Region V	6/30/70 to 6/30/73	108,906 (12 months)
0-361-0021	OEC-0-70-0041 (361)	E. Neil Carey, Supervisor of Vocational Guidance State Department of Ed. 600 Wyndhurst Avenue Baltimore, Maryland 21210	Maryland Career Development Project (K-Adult)	7/1/70 to 6/30/73	110,719 (12 months)
0-361-0022	OEC-0-70-5188 (361)	Robert A. Briant and Thomas W. Gambino Department of Education Vocational Division 225 West State Street Trenton, N. J. 08625	Career Development - A Pre-School to Adult Model Program for the Hackensack School District	6/30/70 to 6/30/73	118,703 (12 months)
0-361-0023	OEC-0-70-0579 (361)	Dean P. Talagan, Chief of Occupational Education Capitol Building Cheyenne, Wyoming 82001	The Development and Demonstration of a Functional Model System of Occupational Education in Wyoming Public Education, K-14	8/26/70 to 8/25/73	101,049 (12 months)
0-361-0032	OEC-0-70-5189 (361)	Buel R. "Buddy" Lyle Director of Exemplary Programs State Department of Ed. Little Rock, Arkansas 72201	Pilot Occupational Education Programs for Small Rural and Suburban Arkansas Schools in Grades 5 - 12	7/1/70 to 6/30/73	105,852 (12 months)

EXEMPLARY PROJECTS IN VOCATIONAL EDUCATION

Supported under: Section 142 (c) - Part D - Public Law 90-576

Project Number	Grant Number	Project Director and Institution	Title	Total Project Duration	Federal Funds for First Funding Period
361-0047	OEC-0-70-4752 (361)	Larry Selland, Asst. State Supervisor of Agricultural Education State Board for Vocational Education 900 East Boulevard Bismark, N. D. 58501	A Statewide Program in Developmental Vocational Guidance (K-12) and Occupational Preparation for the Changing World of Work	6/30/70 to 6/30/73	102,035 (12 months)
361-0050	OEC-0-70-4753 (361)	R. D. McGee - The Dilenowisco Educational Cooperative - P. O. Box 1006 Wise, Virginia 24293	Dilenowisco Four I's Project (Intervention, Information, Investigation, and Involvement)	6/30/70 to 6/30/73	113,709 (12 months)
361-0052	OEC-0-70-5191 (361)	John R. Faust Union 47 School District 3 Main Street Peterborough, N. H. 03458	World of Work (WOW)	7/1/70 to 6/30/73	101,908 (12 months)
361-0055	OEC-0-70-5187 (361)	Omer McCaleb Director, Project VIDOR David Douglas Public Schools 2900 SE 122nd Avenue Portland, Oregon 97236	Project VIDOR - Vocational Cluster Education, Integrated and Articulated Grades 1-14 with Guidance Services, Occupational Exploration and Work Experience Relevant to General Education	7/1/70 to 6/30/73	105,948 (12 months)
361-0056	OEC-0-70-5176 (361)	John Reed Call, Assistant Superintendent, Public Services Granite School District 340 East 3545 South Salt Lake City, Utah 84115	Diversified-Satellite Occupations Program	7/1/70 to 6/30/73	103,340 (12 months)

EXEMPLARY PROJECTS IN VOCATIONAL EDUCATION

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Project Number	Grant Number	Project Director and Institution	Title	Total Project Duration	Federal Funds for First Funding Period
0-361-0059	OEC-0-70-4754 (361)	John Jenkins Begley Building Eastern Kentucky University Richmond, Kentucky 40475	A "Universe Model" of Occupational Education for Pikeville Ky. in Conjunction with the Pikeville Model Cities	6/30/70 to 6/30/73	109,892 (12 months)
0-361-0063	OEC-0-70-4781 (361)	Joel Smith Project Director Post Office Drawer "R" Marietta, Georgia 30060	A Developmental Program of Occupational Education	6/30/70 to 6/30/73	114,027 (12 months)
0-361-0067	OEC-0-70-5177 (361)	J. H. McMinn Division of Vocational and Technical Education Box 771 Jackson, Miss. 39205	The Career-Centered Curriculum for the Vocational Complexes in Mississippi	7/1/70 to 6/30/73	107,761 (12 months)
0-361-0068	OEC-0-70-5178 (361)	Melvin H. King 100 Warren Street Roxbury, Massachusetts 02119	A Community Development Approach to Vocational and Leadership Training Using a Career Development Center	7/1/70 to 6/30/73	114,472 (12 months)
0-361-0069	OEC-0-71-0527 (361)	Robert L. Bennett Assistant to the Chancellor San Mateo Junior College District 2040 Pioneer Court San Mateo, Calif. 94402	Community College Vocational Cooperative Education	8/26/70 to 8/25/73	153,118 (12 months)

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EXEMPLARY PROJECTS IN VOCATIONAL EDUCATION

Supported under: Section 142 (c) - Part D - Public Law 90-576

Project Number	Grant Number	Project Director and Institution	Title	Total Project Duration	Federal Funds for First Funding Period
0-361-0089	OEC-0-70-5179 (361)	Wilbur A. Rawton State Department of Educa. Division of Vocational Ed. 120 East Tenth Topeka, Kansas 66612	An Exemplary Program in Occupational Education in Typical Kansas Rural, Rural-Urban and Urban School Settings	7/1/70 to 6/30/73	106,744 (12 months)
0-361-0094	OEC-0-70-5180 (361)	Kenneth M. Eaddy Division of Vocational, Tech. and Adult Education Knott Building, Room 254 Tallahassee, Florida 32304	An Exemplary Model for a Total Ecological Approach to Non-Graded Vocational Programs in Separate Educational Centers	6/30/70 to 10/30/73	116,318 (12 months)
0-361-0115	OEC-0-70-7181 (361)	James E. Hugueley Northside High School 1212 Vollentine Memphis, Tennessee 38104	An Accelerated Project for a Systems Program Approaching Non-Unemployment of Vocational Students - Project "S P A N"	6/30/70 to 6/30/73	111,609 (12 months)
0-361-0120	OEC-0-70-5182 (361)	Henry DePetro, Associate Director Operation Bridge Aims College Box 69 Greeley, Colorado 80631	Operation Bridge- -An Innovative Comprehensive Vocational Education Program for Disadvantage Youth	7/1/70 to 10/31/72	106,170 (12 months)
0-361-0121	OEC-0-70-4782 (361)	Len Trout College of Education University of Nevada Reno, Nevada 89507	The Washoe County School District Sequential Approach to Vocational Education - An Exemplary Program	6/30/70 to 6/30/73	101,113 (12 months)

EXEMPLARY PROJECTS IN VOCATIONAL EDUCATION

Supported Under: Section 142 (c) - Part D - Public Law 90-576

Project Number	Grant Number	Project Director and Institution	Title	Total Project Duration	Federal Funds for First Funding Period
0-361-0122	OEC-0-70-5183 (361)	Robert Rochey, Program Dir. Vocational Career Development Program NE Oakland Vocational Center 1351 North Perry Street Pontiac, Michigan 48058	Pontiac Vocational Career Development Program	6/30/70 to 6/30/73	126,114 (12 months)
0-361-0123	OEC-0-70-0530 (361)	Ralph Dreessen Chairman of Exemplary Prog. State Department of Educa. 1515 West Sixth Avenue Stillwater, Oklahoma 74074	An Exemplary Comprehensive Occupational Orientation, Vocational Education Program for Selected Oklahoma Schools	8/26/70 to 8/25/73	107,252 (12 months)
0-361-0125	OEC-0-70-4783 (361)	William G. Young, Supervisor Industrial Education New Orleans Public Schools 703 Carondelet Street New Orleans, Louisiana 70130	An Exemplary Program for Occupational Preparation	6/30/70 to 6/30/73	111,673 (12 months)
0-361-0133	OEC-0-70-4786 (361)	Riley Oran Carroll Director of Occupational Ed. Wake County Schools 2302 Noble Road P. O. Box 6526 Raleigh, N. C. 27608	The Implementation of a Comprehensive Occupational Education Program in a Rural School System	6/30/70 to 6/30/73	115,967 (12 months)
0-361-0137	OEC-0-70-4785 (361)	Paul E. Cawein D. C. Public Schools 415 - 12th Street NW. Washington, D. C. 20004	Implementing a K-12 Career Development Program in the District of Columbia	6/30/70 to 6/30/73	101,877 (12 months)

EXEMPLARY PROJECTS IN VOCATIONAL EDUCATION

Supported under: Section 142 (c) - Part D - Public Law 90-576

Project Number	Grant Number	Project Director and Institution	Title	Total Project Duration	Federal Funds for First Funding Period
0-361-0146	OEC-0-70-4787 (361)	Kenneth Yoon Occupational Information and Guidance Service Center State Department of Educa. 2327 Dole Street Honolulu, Hawaii 96322	Occupational Information and Guidance Service Center	6/30/70 to 10/31/72	102,449 (12 months)
0-361-0149	OEC-0-70-5184 (361)	Robert G. Lamping, Director Vocational & Tech, Education Pittsburg Public Schools OVT Center 635 Ridge Avenue Pittsburg, Pa. 15212	Demonstration Project Selected Functional Components of a Vocational Education Counseling System for Urban Youth	7/1/70 to 8/30/71	132,443 (14 Mo.)
0-361-0150	OEC-0-70-5185 (361)	Ben Garmon, Director of Vocational Education Hunstville School System P. O. Box 128 Hunstville, Alabama 35804	Comprehensive Occupational Education Program for the Elementary and Secondary School	7/1/70 to 6/30/73	111,070 (12 months)
0-361-0154	OEC-0-71-0585 (361)	William Sims, Director Division of Research Cleveland Board of Educa. 1380 East - 6th Street Cleveland, Ohio 44114	Developmental Vocational Education Project	9/1/70 to 8/31/73	131,076 (12 months)
0-361-0158	OEC-0-71-0388	Louis U. Antu Program Specialist San Antonia Ind. S. D. 1118 Guadalupe Street San Antonia, Texas 78207	VOICE: Vocational Opportunities Integrated in Current Education	8/26/70 to 8/25/73	133,111 (12 months)

EXEMPLARY PROJECTS IN VOCATIONAL EDUCATION

Supported under: Section 142 (c) - Part D - Public Law 90-576

Project Number	Grant Number	Project Director and Institution	Title	Total Project Duration	Federal Funds for First Funding Period
0-361-0159	OEC-0-71--526 (361)	Thomas C. Stone, Director Vocational and Tech. Ed. Southern State College Springfield, S. D. 57062	K Thru 12 Project of Career Development, Occupational Counseling, and Bridging the Gap Between School and Work	9/14/70 to 9/13/73	102,131 (12 mo)
0-361-0013	OEC-0-71-0678 (361)	Joseph L. English Exemplary Project Office 906 Lakeview Avenue Milford, Delaware 19963	An Occupational-Vocational Education Model for the State of Deleware	10/1/70 to 9/30/73	101,495 (12 mo)
0-361-0061	OEC-0-71-0679 (361)	Joseph Bonitatebus Director, Bridgeport Board of Education 45 Lyon Terrace Bridgeport, Conn. 06604	Career Education	10/1/70 to 9/30/73	107,824 (12 mo)
0-361-0070	OEC-0-71-0676 (361)	Earl E. Winters, Director of Guidance & Voc. Education Pottawattamie County School System-Route 1 Council Bluffs, Iowa 51501	Area-Wide Project for Occupational Orientation, Exploration, Counseling, Job Training, and Job Placement for Elementary and Secondary Students	10/1/70 to 9/30/73	108,334 (12 mo)
0-361-0105	OEC-0-71-0653 (361)	Robert P. Van Tries Assistant Commissioner Division of Voc-Tech Ed. Centennial Building St. Paul, Minnesota 55101	A Project to Demonstrate Making Vocational Education More Accessible to Persons in Rural Minnesota Through Cooperative Vocational Centers	10/1/70 to 9/30/71	111,101 (12 mo)

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EXEMPLARY PROJECTS IN VOCATIONAL EDUCATION

Supported Under: Section 142 (c) - Part D - Public Law 90-576

Project Number	Grant Number	Project Director and Institution	Title	Total Project Duration	Federal Funds for First Funding Period
1-361-0161	OEC-0-71-9652 (361)	Kenneth C. Jordan, Vocational Director, Lewiston Public School District 65 Central Avenue Lewiston, Maine 04240	New Opportunities for Work (NOW)	10/1/70 to 9/30/73	102,862 (12 mo)
1-361-0164	OEC-0-71-0654 (361)	Carmen Cancel, Guidance Counselor, Department of Education, Vocational and Technical Education Hato Rey, Puerto Rico 00919	Carolina School District Sequential Approach to Career Orientation and Preparation	10/1/70 to 9/30/73	159,403 (12 mo)
1-361-0165	OEC-0-71-0683 (361)	Ithel Shoemaker Director of Voc. Education Indianapolis Public Schools Indianapolis, Indiana 46204	Comprehensive Vocation Guidance Program for Model Cities	1/15/71 to 1/14/72	114,822 (12 mo)
1-361-0169	OEC-0-71-0684 (361)	William A. Korizek Director of Voc. Education Helena Public Schools Helena, Montana 59601	"The Next Step" - A Comprehensive Program in Occupational Preparation and Placement	11/1/70 to 10/31/73	102,227 (12 mo)
1-361-0170	OEC-0-71-0682 (361)	Herbert Holstein, Director of Vocational Education Lincoln County Schools P. O. Box 437 Hamlin, West Virginia 25523	Improving a Rural Area School Program with Expanded Vocational Education Services by Utilizing Comprehensive Career Orientation and Exemplary Activities	1/1/71 to 12/31/73	105,820 (12 mo)

EXEMPLARY PROJECTS IN VOCATIONAL EDUCATION

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Project Number	Grant Number	Project Director and Institution	Title	Total Project Duration	Federal Funds for First Funding Period
0-361-0040		James A. Baca P. O. Box 158 Bernalillo, N. Mexico 87004	Tri-Cultural Vocational Exploratory Career and Work Experience Education Program		103,340 (12 months)
0-361-0143	OEC-0-71-1028 (361)	Sidney L. Johnson Assistant Superintendent for Occupational Education 409 West Genesee Street Syracuse, New York	Guided Occupational Orientation Training and Job Placement Program	2/1/71 to 1/31/74	186,979 (12 months)
0-361-0157		Joseph J. Dixon Assistant Superintendent Department of Vocational & Practical Arts Education 228 North La Salle Street Chicago, Illinois 60601	Bridging the Gap Between High School and the World of Work		130,027 (12 months)
1-361-0166	OEC-0-71-1027 (361)	Charles Bingner V.T.A.E. District Eleven 938 Erie Avenue Sheboygan, Wisconsin 53081	Articulation of Occupational Orientation, Education, and Placement in Private and Public Elementary, Secondary, and Postsecondary Schools	2/26/71 to 2/25/74	112,469 (12 months)
1-361-0168		Roland W. Patterson Assistant Superintendent Seattle Public S.D. #1 11000 Turner Way East Seattle, Wash. 98102	Central Area Schools Occupational Development Program		

EXEMPLARY PROJECTS IN VOCATIONAL EDUCATION

Supported under: Section 142 (c) - Part D - Public Law 90-576

Project Number	Grant Number	Project Director and Institution	Title	Total Project Duration	Federal Funds for First Funding Period
1-361-0174		Hollis W. Dahlor School District of Kansas City, 1211 McGee Street Kansas City, Mo. 64106 and Donald J. Welsh Metropolitan Jr. Coll. Dist. 3130 Broadway Street Kansas City, Mo. 64111		3/1/71 to 2/29/74	112,691
0-361-0155		Edward M.J. Melucci Pawtucket School System Pawtucket, R.I. 02860	A Human Resources Development Model for Pawtucket in Conjunction with the Pawtucket Model Cities Agency	3/1/71 to 2/29/74	102,449
1-361-0172		Forest Barnum Franklin Northeast Supervisory Union Richmond, Virginia 05476	Integrated Vocational Education Project	3/1/71 to 2/29/74	101,241
1-361-175		Rev. Richard J. Becker Penape Agriculture & Trade School - Penape, Eastern Trust Territorities	Trust Territory of the Pacific Island Industrial Vocational Education Curriculum Orientation and Development Project	4/16/71 to 4/23/71	5,014

RESOURCE BOOKS

1. Dictionary of Occupational Titles, Vol. I. Superintendent of Documents, U. S. Government Printing Office, Washington, D. C.

2. Dictionary of Occupational Titles, Vol. II. Superintendent of Documents, U. S. Government Printing Office, Washington, D. C.

3. Occuaptional Outlook Handbook Superintendent of Documents, U. S. Government Printing Office, Washington, D. C.

4. Occupational Outlook Quarterly Superintendent of Documents, U. S. Government Printing Office, Washington, D. C.

5. Social Studies Games and Activities, Christopher Wagner and Gilloley, Teacher's Publishing Corp., Darien, Connecticut, 1966.

6. Providing Vocational Information and Guidance At The Elementary Level by Willa Norris, Chicago (SRA), 1969.

7. Occupational Information In The Elementary School by Willa Norris, Chicago, (SRA), 1969.

8. Children Study American Industry, Gilbert, William C. Brown Company, 1969.

9. The Social Sciences, Harcourt, Brace & World 1970.

CHILDREN'S BOOKS

1. Burns, William A., Man And His Tools. New York: McGraw-Hill Book Co., Inc. 1965.

2. Chandler, M. H., Man The Inventor. New York: Rand McNally and Company., 1964.

3. Dobler, Lavinia., Cyrus McCormick - Farmer Boy. New York: The Bobbs-Merrill Co., 1961.

4. Hogben, Lancelot., The Wonderful World of Energy. Garden City: Doubleday and Co. 1968.

5. Hogben, Lancelot., The Wonderful World of Mathematics. Garden City: Doubleday and Co., 1968.

6. Lavine, David., Under The City. Garden City: Doubleday and Company, 1967.

7. Maher, John E., and S. Stowell Symmes. Ideas Ideas About Choosing. New York: Franklin Watts, Inc. 1969.

8. Orr, John Boyd. The Wonderful World of Food. London: Rathbone Books, 1958.

9. Radlauer, Edward and Ruth. What is a Community. Chicago: Elk Grove Press, Inc. 1967.

10. Symons, Arthur. The Fix-It Book. New York: Gramercy Publishing Company, 1962.

RESOURCE BOOKS

CHILDREN'S BOOKS

10. Social Studies Curriculum Guide For Elementary School Children, Tennessee Valley Education Center, Suite - 592, State National Bank Building, Huntsville, Alabama.

11. Construction Projects For Elementary Grades by Willoughby and Risk - Detroit: Royalle Publishing Company, Inc., 1958.

12. Succeeding in the World of Work by Kimbrell & Vineyard: Illinois: McKnight & McKnight Publishing Company, 1970.

13. Alabama Course of Study, Department of Ed. Grades 1-6. 1965.

14. Teaching Elementary Industrial Arts, Goodheart-Wilcox, 1970.

15. Homemaking In The Elementary Schools, State of New Jersey: Vocational Division, Department of Education, 1964.

16. Behavioral Objectives, Guide To Individualising Learning, John C. Flanagan, Robert F. Mager and William M. Shanner, 1971.

17. Teaching Children About Technology by Mary Margaret Scobey, Ed. Director, San Francisco State College; San Francisco, California: McKnight & McKnight Publishing Company, 1968.

RESOURCE BOOKS

CHILDREN'S BOOKS

18. Career Development - Increasing The Vocational Awareness of Elementary School Children, Rutgers University, Department of Vocational & Technical Education, 1969.

19. A Handbook For Teachers & Counselors: "World of Work" Occupational & Vocational Guidance in The Elementary Grades by Charles J. Dunn. Ed. Director and Bill F. Payne Ed. Director: Darrel W. Coburn; The Leslie Press, Dallas, 1971.

20. Free & Inexpensive Learning Materials, Division of Surveys & Field Services, Peabody College For Teachers, Nashville, Tennessee, 1970.

21. 1969 and 1970 Symposium - Group Procedures For The Disadvantaged: George Gazda, University of Georgia, College of Education

22. Aerospace Curriculum Resource Guide. Massachusetts Department of Education (NASA), 1968.

23. PROBE: A Handbook For Teachers of Elementary Science by Mary Massey Roy, Elkhart, Indiana; Educational Service, Inc. 1952.

24. Teacher's Edition: Experience Book Concepts in Science: Second Edition, Harcourt Brace & World, Inc. 1971.

25. Stepping Up With Distributive Education Distributive Education Service, State Department of Education, University of Alabama, 1970.

RESOURCE BOOKS	CHILDREN'S BOOKS
26. Guidance Kit For Elementary Counselors and Teachers, Science Research Associates, Inc. 1969. 27. Man and His Environment, National Education Associates, Inc. Washington, 1970. 28. Rochester Occupational Reading Series. Level I (grade 2 reading level) The Job Ahead (textbook) Exercise Book (set of 5 books) Teacher's Guide Level II (grades 3 and 4 reading levels) The Job Ahead (textbook) Exercise Book (set of 5 books) Teacher's Guide Level III (grades 4 and 5 reading levels The Job Ahead (textbook) Exercise Book (set of 5 books) Teacher's Guide Science Research Associates, Inc. 29. Leisure Time Education by Anna May Jones, Curriculum For Teachers, of grades 5-9: Miss Anna May Jones, 88 Morningside Drive, New York, New York 10027, 1968. 30. Wonderful World of Mathematics, Doubleday & Company, Inc. 1968.	

RESOURCE BOOKS

CHILDREN'S BOOKS

31. What Is A Community by Edward Radlauer & Ruth Shaw Radlauer, Elk Grove Press, Inc.

32. Wonderful World of Archaeology, Doubleday & Company, Inc., 1958.

33. Wonderful World of Food, Doubleday & Company, Inc.

34. Man The Inventor by Mario and Fernando Russo, Rand McNally Company, 1964.

35. Man And His Tools by William A. Burns, Text-Film Division, McGraw Hill, American Museum of Natural History, 1956.

36. What I Like To Do, grades 4-7: Inventory Booklets, Science Research Associates, Inc. 1969.

37. General Plastics by Raymond Cherry, McKnight Publishing Company, 1967.

38. Teacher's Manual For Fundamentals of Mathematics by Edwin Stein, Allyn & Bacon, Inc. Boston, 1969.

39. Buying and Caring For Your Car, Kathryne S. Hughes Publishing Services, Haskell Institute, Lawrence, Kansas, 1966.

40. Wright, E. L., A. G. Kilburn and H. C. Payne Classroom Activities, U. S. Department of Interior, Bureau of Indian Affairs, Branch of Education, Lawrence, Kansas, 1950.

41. New Horisons for Leisure Time, Sun Life Insurance Company of Canada, La Salle Street, Chicago, Illinois

42. Light: A Teaching Guide, F. E. Compton Company, Division of Encyclopedia Britannica Inc., 1961.

43. Living Things: A Teaching Guide, F. E. Compton Company, Division of Encyclopaedia Britannica Inc., 1961.

44. A Guide For Teachers - Machines: The World Book Encyclopaedia, 1966.

45. A Manual For Teachers and Newspapermen on The Use of Newspapers in the Classroom, American Newspaper Publishers Association Foundation, Third Avenue, New York, New York, 10017, 1967.

46. The Newspaper In The Classroom, Linden Courter, Department of Education, Copley Newspaper, 1967.

47. Let's Collect Shells and Rocks, Shell Oil Company.

RESOURCE BOOKS

CHILDREN'S BOOKS

48. Spruce Root Basketry of the Alaska Tlingit, U. S. Department of Interior, Bureau of Indian Affairs, 1970.

49. The ABC'S of Modern Plastics, Bakelite Company, Division of Union Carbide Corporation, 30 East 42nd Street, New York, New York, 1967.

50. General Leathercraft, McKnight & McKnight Publishing Company, Bloomington, Illinois, 1965.

51.

WEEKLY READER TEACHER'S GUIDE:	GRADE:
Developing Table and Graph Skills	Four
Read, Study, Think	Four
Map Skills for Today	Four
Science Reading Adventures	Four
Expanding Table and Graph Skills	Five
Read, Study, Think	Five
Map Skills For Today	Five
Science Reading Adventures	Five
Using Table and Graph Skills	Six
Read, Study, Think	Six
Map Skills For Today	Six
Science Reading Adventure	Six

52. STATE OF NEW JERSEY DEPARTMENT OF EDUCATION, VOCATIONAL DIVISION - CURRICULUM LABORATORY, NEW BRUNSWICK, NEW JERSEY:

Industrial Arts, Teacher Guide For Elementary Grades
The Worker In Modern Society

The Budget

Installment Buying

Finding A Job

Economics

Auto Body Repair, Related Mathematics I

Auto Body Repair, Related Mathematics II

Mathematics For Cosmetology

About Typewriting

Data Processing - Course of Study

Laboratory Procedure & Theory

An Orientation Course of Study

In Data - Processing For D. E. Students

Salesmanship: A Suggested Guide For A Training Course

Exploratory Drafting

Projects In Electricity I

Commercial Foods - Mathematics I

Food Sciences

RESOURCE BOOKS	CHILDREN'S BOOKS
Career Development - The Involved Commitment	
Problems Related To Democracy	
Food Sciences II	

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Superintendent of Documents
U. S. Government Printing Office
Washington, D. C.

Dictionary of Occupational Titles, Vol. I.
Dictionary of Occupational Titles, Vol. II.
Occupational Outlook Handbook
Occupational Outlook Quarterly

BOOKLETS:

Why Not Be A Technical Writer
Why Not Be An Optometrist
Why Not Be A Medical Technician
Why Not Be A Pharmacist
Why Not Be A Mathematician
Why Not Be A Personnel Specialist
Why Not Be An Engineer
Do You Want A Job
Spanish Surnamed Workers In The Southwest
College Educated Workers in the "70's"
Scientist And Engineering Employment

Stepping Up With Distributive Education
State Department of Education, Vocational Education Division, Distributive Education Service, University, Alabama.

A "Starter" File Of Free Occupational Literature
B'nai B'rith Vocational Services, 1640 Rhode Island Avenue, N. W., Washington, D. C.

Rochester Occupational Reading Series:

Level I (grade 2 reading level)
The Job Ahead (textbook)
Exercise Book (set of 5 books)
Teacher's Guide

Level II (grades 3 and 4 reading levels)
The Job Ahead (textbook)
Exercise Book (set of 5 books)
Teacher's Guide

Level III (grades 4 and 5 reading levels)
The Job Ahead (textbook)
Exercise Book (set of 5 books)
Teacher's Guide

Science Research Associates, Inc.
259 East Erie Street
Chicago, Illinois 60711

ALABAMA JOB GUIDE FOR YOUNG WORKERS: Research and Statistics Division, Alabama Department of Industrial Relations, State of Alabama, 1966.

A CAREER FOR YOU IN THE COMICS: The Newspaper Comics Council, Inc. 260 Madison Avenue, New York, New York 10016

GUIDANCE KIT FOR ELEMENTARY COUNSELORS AND TEACHERS:

PROFESSIONAL:
Teacher's Guidance Handbook, Vol. I., Elementary Edition
Roster Workbook For Teacher's-Guidance Handbook
Teacher's Guidance Handbook, Vol. II., Elementary Edition
Occupational Information In The Elementary School

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CLASSROOM MATERIALS:

A BOOK ABOUT ME
LEARN HOW TO STUDY
WHAT COULD I BE?
WHAT I LIKE TO DO

BOOKLETS FOR PARENTS, COUNSELORS AND TEACHERS:

Developing Responsibility In Children
Exploring Children's Interests
Fears of Children
Guiding Children's Social Growth
Helping Children Develop Moral Values
Helping Children Get Along In School
Helping Children Solve Problems
The Roots of Self-Confidence
When Children Face Crises
Why Children Misbehave

DUPLICATED MATERIALS

The Wheel

The Story of The Self-Sufficient And Trading People

Dependent People

Benjamin Franklin (activities)

Electricity

Let's Make A Machine

A "People" Family Tree
- Job Family: Health Services
- Job Family: Meterorology
- Job Family: School

The Family Budget

Where They Work

Help Wanted

Vocational Grouping

Who Needs Numbers

Ranger Rithmetic

Worker Mathematics

Map Reading

E

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DUPLICATED MATERIALS

Sample Class Dialogue: Developed From Textbook Material

Area Of Discussion: The Founding Of Jamestown - Lead By Teacher

Area Of Discussion: American Colonial Life

Learning: Language Arts - Chart

EASEL DEMONSTRATION MATERIALS:

Easel Spel-Binders

Heavy Acetate Protectors

Adjustable Book Covers

Flip Charts, Art Easels - Graphic (verbals)

Milovac Cassette Recorder

#978: PEG BOARD

FILMSTRIPS	FILMS	SLIDES
The Story of Apples National Apple Institute Suite 410-2000 P. St. N. W. Washington, D. C. 20036 The Miracle of Rubber Goodyear Tire & Rubber Co. Akron, Ohio 44316 This Is My Country, Americans At Work (color) Troll Associates "Work," Doing Work: Collaborator; Albert V. Baez. Ph. D., Consultant to the Director for Science and Technology of the United States. Encylopaedia Britannica Corporation.	MAN: A CROSS-CULTURAL APPROACH, by Herbert & Judith Klinger, Educational Resource, Inc.	Workers during the Colonial Period, Williamsburg, Va. (shows different trades)

FILMSTRIPS	FILMS	SLIDES
The Story of Apples National Apple Institute Suite 410-2000 P. St. N. W. Washington, D. C. 20036 The Miracle of Rubber Goodyear Tire & Rubber Co. Akron, Ohio 44316 This Is My Country, Americans At Work (color) Troll Associates "Work," Doing Work: Collaborator; Albert V. Baez. Ph. D., Consultant to the Director for Science and Technology of the United States. Encylopaedia Britannica Corporation.	MAN: A CROSS-CULTURAL APPROACH, by Herbert & Judith Klinger, Educational Resource, Inc.	Workers during the Colonial Period, Williamsburg, Va. (shows different trades)

T. S. Denison Company

COMMUNITY HELPER CARDS:

Set I: Members of Our Family
Set II: Workers Who Keep Us Safe And Healthy
Set III: Neighborhood Workers
Set IV: Neighborhood Workers
Set V: Workers Who Build Our Homes
Set VI: Workers In Our School

THE STORY OF STEEL: Educational Services, U. S. Steel Corporation, 600 Grant Street, Pittsburg, Pa. 15219

MODERN WORKERS: TEACHING PICTURES - F. A. Owen Publishing Company
573 Dansville, New York 14437
573

COMMUNITY HELPERS ACTIVITIES: F. A. Owen Publishing Company
Dansville, New York 14437

711: Set I:
The Policeman
The Newsboy
The Ice Cream Man
The Barber
The Fireman
The Postman
The Trash Man
The Milkman
The Gasoline Man
The Zoo Keeper

712 Set II:

The Carpenter

712: Set II: (continued)
The Plumber
The Supermarket Checker
The Waitress
The Druggist
The Movingman
The Shoe Repairman
The Baker
The Tree Surgeon
The Telephone Operator

National Dairy Council, 1971
Teaching Posters, "What We Do Day By Day." (12)

The International Paper Company, Mobile, Alabama
The Making of Paper

United States Beet Sugar Association
The Beet Sugar Industry

National Apple Institute, 200 P. Street, Washington, D. C.
Apples, The Story of Apples

American Forest Institute, 1619 Massachusetts Avenue, Washington, D. C. 20036
The Forest

National Dairy Council, Chicago
Milk from Farmer to Consumer

National Dairy Council, Chicago
Picture Charts: Health and Safety (12)

Development of Technology - 8,000 B. C. - 1886 A. D.

History of Measuring Instruments - Graphic

JOB FAMILY STRUCTURE: School Family, Health and Dentistry, Meteorology

Industry of the Peanut: Chart, (verbal)

Tools: Building Trades

Chart: Science and Technology (development)

Florida Department of Citrus
Institutional and School Marketing Department
Lakeland, Florida
Educational Materials - Charts, Pictures, and Teaching Suggestions.

National Apple Institute
2000 P. Street
Washington 6, D. C.
Teaching Unit - The Story of Apples: Handouts - Resource Materials

National Dairy Council
111 N. Canal Street
Chicago, Illinois 60606
Complete Teaching Unit:
- Food Science And How It Began, By Barbara H. Evans
- Milk From Farm To Family
- How Your Body Uses Food, by Albert Pilty, Ph. D.
- The Great Vitamin Mystery
- More Milk Please! by Marjorie Pursel
- My Friends The Cow, by Louis Lenski
- Meals And Snacks To Match Your Mood

Ball Corporation
Munice, Indiana 47302
Teaching Aids and Handouts

Boy Scouts Of America
Pamplets (activities)

Massachusetts Audubon Society
Lincoln, Massachusetts 01773
Teaching Aids

U. S. Atomic Energy Commission
Division of Technical Information
Oakridge, Tennessee
Teaching Aids

1412 16th Street
Washington, D. C.
Wildlife Habitat Improvement Kit
Use That Campus

U. S. Department of Agriculture
Conservation - Education Materials (grades 5-9)
Eastern Region - Forest Service

Department of The Interior
Fish and Wildlife Service
Bureau of Sport Fisheries and Wildlife
Office of Superintendent
Washington, D. C. 20036

American Forest Institute
1619 Massachusetts Avenue
Washington, D. C. 20036
The Story of Lumber

Ward's Natural Science Establishment, Inc.
P. O. Box 1712
Rochester, New York

International Paper Company
Mobile, Alabama
Comics, Pamphlets, Posters, and Charts
Teaching Unit - "The Making of Paper"

International Paper Company
Southern Kraft Division
Mobile, Alabama
We Grew Trees For Tomorrow's Forest

U. S. Department of Agriculture
Soil Conservation Service
Washington, D. C.
Teaching Aids

U. S. Department of Agriculture
Conservation Service
Auburn, Alabama
Alabama Soil and Water Conservation Information

National Consumer's Finance Association
Educational Services Division
1000 Sixteenth Street
Washington, D. C. 20036
Teacher's Kit

Wheat Flour Institute
Chicago, Illinois 60606
Teaching Unit

American Forest Institute
1619 Massachusetts Avenue
Washington, D. C. 20036
The Forest

Educational Services
U. S. Steel Corporation
600 Grant Street
Pittsburgh, Pa. 15219
The Story of Steel

EVALUATION

1. WHAT I LIKE TO DO: An inventory of Children's Interests
   Grades 4-7, Chicago, Science Research Associates,
   1954.

2. NEW ROCHESTER OCCUPATIONAL READING SERIES: CHICAGO, Science Research Associates. 1963.

   Level I (grade 2 reading level)
   The Job Ahead (textbook)
   Exercise Book (set of 5 books)
   Teacher's Guide

   Level II (grades 3 and 4 reading levels)
   The Job Ahead (textbook)
   Exercise Book (set of 5 books)
   Teacher's Guide

   Level III (grades 4 and 5 reading levels)
   The Job Ahead (textbooks)
   Exercise Book (set of 5 books)
   Teacher's Guide

3. DEVELOPING INDIVIDUALIZED INSTRUCTIONAL MATERIAL: Language Arts Behavioral Objectives, Westinghouse Learning Press, Palo Alto, California, 1970.

4. SELF-EVALUATION
   National Diary Council, "How Am I Doing?" Chicago 60606, 1970.

INTEGRATED OCCUPATIONAL INFORMATION UNITS FOR - 4TH GRADE

INTEGRATED OCCUPATIONAL EDUCATION UNIT OUTLINE
FOR
EXEMPLARY PROGRAM IN ELEMENTARY GRADES

Russellville City Schools
Russellville, Alabama 35653

Instructional Unit: Integrated Occupational Information for fourth grade: Alabama Resources

Estimated Time: Six weeks

Instructor: Mrs. Gladys Massey

Instructional Goal:

The goal of this unit is to familiarize the student with the world of work through the study of mining in Alabama.

Instructional Objectives:

1. The student will be able to name the areas where mining is one of the most important occupations
2. The student will be able to tell why each occupation in mining is vitally important to our state and to us as individuals
3. The student will be able to name the occupations studied in this unit

Topic Outline	Teaching-Learning Activities	Learning Resources No./ Pages
I. Alabama Resources	Research--List natural resources of Alabama Make display of these natural resources	Ala. History Textbook Encyclopedia
II. Early Mining In Alabama	Discuss need and development of early mining--operations and need for use of these resources	Free film--Salt Mining Ala. History Text pp. 104, 117
III. Kinds of Mining in Alabama 1. Iron Ore 2. Coal 3. Cement 4. Stone a. marble b. limestone	Locate on maps the areas of deposits of ore, coal List uses of each of these resources as finished products Make charts showing natural mineral and finished products	Maps Ala. History pp. 137-148 Book--I Want To Be A Coal Miner Charts of Minerals
IV. Steel Production "Pittsburgh of the South"--Birmingham, Alabama	Discuss the resources making steel production possible Make drawings of the various operations in steelmaking Locate area of these necessary resources and discuss importance of the availability of resources to factories Make charts tracing raw materials to finished products Collect pictures of equipment, clothing the steelworker uses Discuss jobs in each operation in the production of steel Study relationship of miner--steelworker--factory worker--retail--sales of products	Free film--Steel Is A Farmer Maps Encyclopedia Magazines Free booklets and phamplets on steel Story (Success) Andrew Carnegie--Alabama History Text p. 109

INTEGRATED OCCUPATIONAL EDUCATION UNIT OUTLINE
FOR
EXEMPLARY PROGRAM IN ELEMENTARY GRADES

Russellville City Schools
Russellville, Alabama 35653

Instructional Unit: Integrated Occupational Information for fourth grade: Community Service

Estimated Time: Six weeks

Instructor: Miss Roxie Fowler

Instructional Goals:

1. To create interest in the community
2. To show how people are dependent upon one another
3. To find ways of improving the community
4. To recognize progress made by the community

Instructional Objectives:

I. Learning about the community to create interest
   A. Made up of a number of families
      1. In the home the child learns the value of interdependence and the value of intelligent cooperation
      2. Later this knowledge will include the entire community
      3. As he grows older he will be interested in the origin of its name
      4. Why particular events are observed
      5. Who were the earliest families
      6. Why a settlement grew up at that particular place
      7. Which is the oldest building of historical significance
      8. From such beginnings children become curious about their community and develop a feeling that they are a part of it. These are early steps toward loyal and desirable citizenship

Method:

1. Consult leaders of various community activities to obtain historical information and pictures
2. Through records of elderly citizens to learn about past events and to study citizens who have made notable contributions to the community
3. Children can share responsibilities of each member of his family by writing paragraphs or giving individual reports
4. Filmstrips can be shown about family life

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II. Recognize the sources of food by visiting a grocery store

Possible approaches:

A. Discussing food sources informally
B. Discussing pictures of food placed on the bulletin board
C. Telling about visits children have made to a grocery store
D. Reading and telling stories about grocery stores and food
E. Filmstrips of grocery stores

Objectives:

A. To realize that people in a community are dependent on one another
B. To become acquainted with the grocery store as a distributing agent of food for our daily meals
C. To realize that grocers secure their food from many sources
D. To realize that attractive displays help to sell food
E. To realize that sanitation is important in handling food
F. To realize that courtesy is important in business
G. To realize that a salesman needs speed and accuracy in the use of numbers

Activities:

A. Compiling a "Dictionary of Foods"
B. Reading and discussing stories about food
C. Drawing pictures of scenes and food at the store
D. Playing store
E. Practicing courtesy habits

Correlations:

A. Reading
   1. Reading stories and rhymes written by the group
   2. Reading stories from readers and library books
   3. Reading labels on goods

B. Language
   1. Giving committee reports about the visit
   2. Conversing over the telephone
   3. Carrying on conversation between groceryman and customer
   4. Writing stories and rhymes
   5. Writing a letter of thanks to the grocer after the visit
   6. Planning and writing a play

C. Arithmetic
   1. Making toy money
   2. Comparing cost of foods
   3. Counting change
   4. Making price lists

Outcome:

A. The children should gain a broader knowledge of the following:
   1. Kinds and sources of food
   2. How the climate affects food supply
   3. Workers who assist in supplying food
   4. The children will learn how people depend upon one another, and how one part of the world depends upon another part for the necessities of life
   5. The children should grow in attitudes of tolerance and courtesy
   6. The children should form the habit of turning to books for answers to questions

II. Ways of improving the community:

A. Schools
B. Public library
C. Making the community more beautiful
D. Providing safe recreation
E. Newspapers
F. Service stations and garages
G. Banks
H. Police and Fire Protection
I. Pure water and sanitation--Safe guard life and property

V. A study of community services affords activities which will help the child to be more observing, intelligent, and considerate about his environment.

1. Construction--
   a. Building a grocery store, a post-office or a minature of his own house--when finished assemble to form section of city
   b. Draw and paint frieze of children on tour
   c. A large pictorial map showing school with surrounding streets
   d. Make posters which show fruits and vegetables grown
   e. Make pictorial charts illustrating incidents from a book
   f. Make safety posters

2. Topics for study--
   Reports may be written and then discussed to bring attention to needs of the community.

   a. Why banks are organized
   b. In small communities, how do banks take care of their surplus money?
   c. How is a state bank different from a national bank?
   d. How news reporters receive last minute news
   e. The career of some journalist
   f. Methods and equipment used in fighting fires
   g. How can we lessen fire hazards in public buildings
   h. How false alarms decrease the efficiency of the fire department
   i. A visit to the fire department to see latest equipment
   j. How do emergency patrol cars give added protection
   k. Radio-directed mobile police
   l. Where does your community get its water? How is it purified?
   m. Recent trends in community sanitation
   n. Regulations concerning garbage in your community
   o. State regulations concerning dairies
   p. The history of pasteurizing milk
   q. What are the safest and most satisfactory lights for streets and highways

3. Field trips

Prepare for trip by talking about the things they want to see and the questions they want to ask. Transportation suitable dress and correct conduct should be discussed. These trips give the children information and help to develop right social habits. They learn how to meet people and how to treat public property. On a visit to a nearby grocery notice the following:

1. The kind of products handled
2. How the products are displayed
3. The means of advertising
4. Cleanliness and orderliness

When visiting a post office the children will see the division of labor that makes for efficiency. They realize it is necessary to be accurate when addressing mail if rapid communication is desired. Children can compare school with other organizations to learn each person must do his part to make a successful organization. They can see the need for establishing safety rules. An interest in one's surroundings and an increase in powers of observation can be developed by a tour to see improvements needed in different sections. Make a pictorial map that suggest some improvements, and present it tactifully to a club or organization.

A worth-while trip to the public library can be arranged with the librarian. She will be glad to explain the arrangement and tell what the rules are for.

4. Dramatization

Children act home scenes which call for
a. correct introductions
b. courteous treatment of visitors and salesmen
c. polite telephone conversations
d. serving meals

After a trip to the store or post office, spontaneous dramatization tend to fix the ideas gained and should carry over into actual experiences later. A child who plays at mailing a package at the classroom post office should know that packages must be well wrapped and clearly addressed.

Pupils can show how to act in a library. They can show the correct way to handle books and other materials.

An original play about how a community was beautified might have far reaching results.

A series of very short scenes showing the work of the policemen, the fire department, and etc. can be used for an assembly program.

Cotent:

To be a worthy citizen, a child must learn to appreciate the services of everyone who contributes to his daily welfare. His first associations are with the home. Through contacts made on the playground, at church, and in stores, his interests gradually broaden and he becomes an active, thinking member of the community. He should realize that in a modern community he has many privileges, and likewise various duties and responsibilities.

INTEGRATED OCCUPATIONAL EDUCATION UNIT OUTLINE
FOR
EXEMPLARY PROGRAM IN ELEMENTARY GRADES

Russellville City Schools
Russellville, Alabama 35653

Instructional Unit: Integrated Occupational Information for fourth grade: Agriculture

Estimated Time: Six weeks

Instructor: Mrs. Mayme McCallister

Instructional Goals:

1. To familiarize the student with the world of work through the study of Alabama History

2. To familiarize the student with the numerous opportunities in the area of forestry and Agriculture in Alabama

Instructional Objectives:

1. Students will be able to name the chief crops in Alabama

2. Students will be able to name the various jobs associated with the production of these crops

3. Students will be able to list the major products of the forest and to name the personnel responsible for the maintenance and preservation of them

Topic Outline	Teaching-Learning Activities	Learning Resources No./ Pages
Agriculture In Alabama-- Major Products		
A. Cotton	Locate on a map the areas of the major cash crops in Alabama Study cotton, its major uses Display the raw product and sample of the finished product Discuss why is agriculture so vitally important to Alabama-- long growing season ample rainfall variety of soil	Map Filmstrip Ala. History pp. 176, 196 Encyclopedia Free film-- Earth Is The Lord's
B. Chicken-Broilers	Discuss the reason for the change from soil crops to the raising and marketing of chickens	Filmstrip picture Free film-- Food, Famine and Farmer Brown
C. Milk-Egg	Locate the large dairy farms in Alabama Discuss the interdependence between the dairy farmer, the soil crop farmer, and chicken farmer	Map Filmstrip
D. Cattle	Collect picture of the different kinds of cattle List the many uses of the by-products of cattle	Free film-- From Cow To Carton
E. Other Crops	List the numerous products of the Alabama farmer	Encyclopedia Ala. History Text
Forestry A. State and National 1. Recreation	Locate the State and National forests in Alabama Discuss the importance of the forest to us as individuals	Free film-- Green Gold

Topic Outline	Teaching-Learning Activities	Learning Resources No./ Pages
B. Product of the Forest 1. lumber 2. fuel 3. railroad ties 4. fence post 5. pulp wood 6. terpentine	Discuss the means of getting lumber to the market Gather pictures of the various products we use that originate with the forest	Field trip to lumber yard Free film--The Paper Forest Life Of A Pencil
C. Service of the Forest 1. Soil Conservation 2. decrease wind movement 3. decrease soil temperature 4. provide shelter belts for livestock and crops	Make a model to show the effects of erosion. Research how each of these effects man Relate the topic to poems and stories in language	pictures Encyclopedia Science Text Free film--Working Forest
D. Forestry Service 1. protection 2. development and growth 3. research	Discuss the vital importance of protecting and maintaining our forest	
E. Kind of trees in Alabama Forest	Research to find out the many kinds of trees in our forest Make drawings of these trees	Films Library Books
F. Careers in Agriculture and Forestry--State Agency 1. bacteriology 2. plant breeding 3. vetinary service 4. nutrition 5. crops and soil 6. agriculture engineering 7. vocational education 8. chief forester 9. associate forester 10. chief of finance and accounting 11. forest management 12. range management 13. engineering 14. public relations	Define each of these terms and list the specific jobs associated with each Hold interviews with persons in these fields	Resource people

INTEGRATED OCCUPATIONAL EDUCATION UNIT OUTLINE
FOR
EXEMPLARY PROGRAM IN ELEMENTARY GRADES

Russellville City Schools
Russellville, Alabama 35653

nstructional Unit: Integrated Occupational Information in the fourth grade: Government

timated Time: Six weeks

nstructor: Mrs. Dot Bishop

nstructional Goals:

. To acquaint the student with the government associated jobs in our area

. To give each student an opportunity to examine and analyze many of these jobs by field trips, films, books, and representatives of these jobs

nstructional Objectives:

. The student will be able to name at least ten government associated jobs in our area

. The student will be able to list some duties and requirements of each job named

. The student will be able to name orally ways these jobs affect them because they are part of this area

Topic Outline	Teaching-Learning Activities	Learning Resources No./ Pages
I. National Government A. T.V.A.	Read with class section in Alabama Mounds to Missiles page 21 about T.V.A.	
	Discuss and list ways T.V.A. affects our area	
	Discuss and list some jobs that are necessary to keep this operation going such as engineers, electricians, pipefitters, painters, maintenance men, etc.	
	Show films on T.V.A., "Valley of the Tennessee" and "Shorelines for Progress" and discuss	
B. F.B.I.	Discuss what F.B.I. is and ways it contributes to our security, such as protection of our president, capture of criminals, etc.	
	List jobs available through F.B.I. and discuss training for these jobs	
	Read book entitled, Our F.B.I: An Inside Story and discuss	
	Have representative from F.B.I. office in Florence speak to class	
	Discuss talk	
II. State Government A. Highway Patrol	Discuss ways our highway patrol help us and the need for them	
	Discuss some duties and what students think training of these men would include	
	Have visit to school by member of highway patrol to speak	
	Discuss talk	

Topic Outline	Teaching-Learning Activities	Learning Resources No./ Pages
County Government A. County officials	List on board some of these official such as tax collector, tax accessor, probate judge, etc. Discuss some duties and requirements of each Discuss ways these offices affect us Visit each office discussed in class in court house and have students ask questions of these officials	
City Government A. City officials or employers	List on board city officials such as mayor, councilmen, and employers such as: Policemen, firemen, etc. Discuss duties of each and ways these offices or jobs affect us Show film on firemen, policemen from Community Series filmstrip Visit city hall, jail, firestation Discuss and ask questions	
Evaluation A. Government Jobs	Discuss and list each division of government taught. Under each list some jobs discussed. Review ways each of these jobs affect us. Test each student over material covered and reviewed.	

INTEGRATED OCCUPATIONAL EDUCATION UNIT OUTLINE
FOR
EXEMPLARY PROGRAM IN ELEMENTARY GRADES

Russellville City Schools
Russellville, Alabama 35653

Instructional Unit: Integrated Occupational Information for fourth grade: Transportation

Estimated Time: Six weeks

Instructor: Mrs. Judy Bowman

Instructional Goals:

1. To familiarize the students with the world of work involved in transportation through the study of Alabama History

2. To make the student aware of the importance of workers in this field to themselves as well as to the state

Instructional Objectives:

1. Student will be able to name the types of transportation in use

2. Student will be able to name personnel involved in each type of transportation

Topic Outline	Teaching-Learning Activities	Learning Resources No./ Pages
I. Early transportation	List and discuss early means of transportation Research methods and difficulty of early travel Write essays about "Traveling in a covered wagon" Make drawings of early methods of travel	Charts Filmstrips Ala. History pp. 81, 189, and 191
I. Growth and need of better transportation	Collect pictures of first automobiles, trains Discuss--How Did Better Transportation Change Lives of the People.	Free film: A Car Is Born Research--Encyclopedia Charts of early autos
I. Types of Transportation A. Land Vehicles 1. trucks 2. buses 3. train	Preview questions and follow-up questions before and after films List services provided by these methods of transportation Trace the life in one day of the truck driver, engineer, and/or busdriver	Free film: The Truck-driver Last Of The Giants
B. Water transportation 1. barges 2. ships	Name Alabama's inland waterways Discuss importance of water travel to state economy	Ala. History--pp. 69, 207 Free film: Port of Mobile
C. Air Travel 1. cargo planes 2. passenger planes	Locate large airports in Alabama Make drawings of air travel from the earliest plane to modern space travel Discuss people who make air travel possible and safe	Maps Filmstrips Ala. History--p. 201

INTEGRATED OCCUPATIONAL EDUCATION UNIT OUTLINE
FOR
EXEMPLARY PROGRAM IN ELEMENTARY GRADES

Russellville City Schools
Russellville, Alabama 35653

Instructional Unit: Integrated Occupational Information for fourth grade: Communications Industry

Estimated Time: Six weeks

Instructor: Mrs. Patricia L. Epperson

Instructional Goals:

1. To create an active awareness of the vocational opportunities in the Communications Industry in our community

2. To provide an acquaintance of the services of the Communications Industry for vocational experience

3. To explore and create a speaking acquaintance of preparation and possibilities for vocational experience

Topic Outline	Teaching-Learning Activities	Learning Resources No./ Pages

Introduction: The Communications Industry presents varied occupational areas. Some of the areas of communication include books, newspapers, radio, telephones, television, and motion pictures.

Listed below are some of the occupations found in the communications industry:

actors
announcers
audio engineers
cable splicers
camera assistants
composing machine operators
control supervisors
copyright experts
costumers
directors
disc jockeys
disc-recording machine operators
editors
equipment installers
film editors
foreign news translator
gag writer
light technician
lineman
mail carriers
newspaper carrier
newspaper photographer
newspaper reporter
page boy
PBX operator
producers
publishers
screen reporters
script reporters
sound effects technician
spiral binders
tape recording machine operator
teleprompter
typesetter

The first lesson in the unit is to provide an overview for the study of vocational awareness of the total unit at the fourth grade level. The succeeding lessons will be relative to the area of communications the first six weeks.

Topic Outline	Teaching-Learning Activities	Learning Resources No./ Pages
Lesson 1: Overview	Discussion of areas to be covered during total unit	Career Development Occupational Information in the Elementary Schools
Lesson 2: Introduction to Communication Industries A. What communication is B. How communication works between individuals. C. How communication serves the community D. Jobs found in communications	Discussion and listing of all areas of communications Creation of a bulletin board to be enlarged and changed throughout study Beginning of a communication notebook for each child containing selections of jobs found pictured in magazines and newspapers with paragraphs about jobs written by pupils	
Lessons 3, 4: The books and newspapers in the Communication Industries	Visit to the newspaper office and printing room Continuation of communications notebook adding paragraphs and sketches about jobs Diorama showing printing room Game using reporters (pupils) interviewing mock situations; i.e., reporter interviewing case of stolen bicycle	Franklin Citizen Times Phamplet: Get More Out of Your Newspapers
Lessons 5, 6: The radio and television in the Communications Industry	Have resource personnel visit class and show how television camera works, replays, and makes tapes. Write play and produce on a small scale including spot announcements to be produced on video tape. Write a radio play with sound effects and commercials to be placed on tape. Add to bulletin board Show film	Resource Personnel: Mr. William Champion Film: Admiral Creative Excellence

Topic Outline	Teaching-Learning Activities	Learning Resources No./Pages
Lessons 7, 8, 9: The Telephone in the Communications Industries	Show Films Discussions Visiting serviceman and truck arranged through telephone office Discussion of jobs created by telephone Discussion of telephone manners and how they influence jobs Add additions to communication notebooks Paint a mural showing all the steps a telephone call has to make between two parties	Films: Beyond all Barriers Draw Me A Telephone If An Elephant Answers Tools of Telephonics
Lessons 10, 11: The Post Office and Its Relation To The Communications Industry	Visit Post Office Discussion of Visit Practice letter writing and envelope addressing Make additions to communications notebook Show film	U. S. Post Office Phamplet: Mail Moves The Country Language Textbooks Films: River of Mail Yesterday-Today-Tomorrow
Lesson 12: Summary and further discussions of other areas in communications	Discussion Listing of all jobs Completion of Communications notebook Evaluation through teacher made instrument	

INTEGRATED OCCUPATIONAL INFORMATION UNITS FOR - 5TH GRADE

INTEGRATED OCCUPATIONAL EDUCATION UNIT OUTLINE
FOR
EXEMPLARY PROGRAM IN ELEMENTARY GRADES

Russellville City Schools
Russellville, Alabama 35653

Instructional Unit: Integrated Occupational Information for fifth grade: Pacific States

Estimated Time: six weeks

Instructor: Mrs. Lorene Ledbetter

Instructional Goals:

1. Make information about the world of work available to students
2. Develop a greater relationship between the curriculum and the world of work

Instructional Objectives:

1. A survey of regional industries and services in the Pacific States
2. Explore the interdependence of the work in one region upon the work in other regions

Topic Outline	Teaching-Learning Activities	Learning Resources No./ Pages
I. Pacific States A. Fishing Industry B. Forest & Forest Products C. Airplane Manufacturing D. Fruit Growing E. Flowers F. Tourist Industry	Listening to stories, records, seeing films, and filmstrips, tapes dealing with work in the Pacific States. Field trips: lumber company fruit orchard grocery store florist newspaper printing office Outside speakers: Gina courington and Linda Vaughn show pictures and slides of recent trips to Hawaii Scrapbook Collect pictures and newspaper articles of work and industries about this region Bulletin Boards: depicting most important industries of the region Maps: make an outline of the Pacific States; locate cities, large rivers, and capitols, also improducts and industries Group Work Divide into groups, let each group plan an imaginary trip to one of the states and write up a report on kinds of work people do and ways of making a living Letters: write letters to chamber of commerce, state capitols, etc. for information	

Free Film

1. Appleland
2. Trees Forever
3. Alaska and Its Natural Resources
4. California and Its Natural Resources
5. Hawaiian Harvest of the Sea
6. Hawaiian Movie Trails
7. San Diego--The Most Important Corner
8. Garden of the Sun

Recordings:

1. Story of Pineapple
2. Story of Sugar
3. Story of Timber
4. When I Grow Up

Resource Books:

1. Timber: Farming Our Forest
2. Tall Timber
3. How Airplanes Are Made
4. Men At Work On The West Coast
5. From Trees To Paper
6. Bird Girl-Sacajewa
7. Harvest of the Sea
8. The World Book Encyclopedia, Volumes P, NO, and H

Magazine Articles:

1. Banks Island: Eskimo Life on the Polar Sea
2. World's Tallest Trees Discovered
3. Finding The Mt. Everest of All Living Things
4. Alaska's Marine Highway
5. Boom on San Francisco Bay
6. Alaska

Folders, Maps, and Charts:

1. White Mountain Trails and Recreation along Alaska's Steese Highway, Fairbanks District and Land Office, U. S. Department of Interior, P. O. Box 1150, Fairbanks, Alaska 99701

2. Welcome to the Mission Country of California, California Missions Associations, LTD, 25 West Anapoma Street, Santa Barbara, California 93104

3. Public Lands - Resources and Recreation in Susanville Area, California State Office Bureau of Land Management, Federal Office Building, 2800 Cottage Way, Room E-2820, Sacramento, California 95825

4. California Wine Land of America

5. Rufus Wood's Magnificent Pipe Dream, Bureau of Reclamation, Region, P. O. Box 8008, Boise, Idaho 83707.

6. Map of Hawaii, Sugar Refining Coperation, Public Relations Department, 215 Market Street, San Francisco, California 94106.

INTEGRATED OCCUPATIONAL EDUCATION UNIT OUTLINE
FOR
EXEMPLARY PROGRAM IN ELEMENTARY GRADES

Russellville City Schools
Russellville, Alabama 35653

Instructional Unit: Integrated Occupational Information for fifth grade: North Central States

Estimated Time: Six weeks

Instructor: Mrs. Mable W. Saywell

Instructional Goals:

1. Make information about the world of work available to students
2. Develop a greater relationship between the curriculum and the world of work

Instructional Objectives:

1. A survey of regional industries and services in the North Central States
2. To give the students an understanding of the relationship between the physical features and the various occupations of the region
3. Explore the interdependence of the work in one region upon the work in other regions

Topic Outline	Teaching-Learning Activities	Learning Resources No./ Pages

Physical Features

A. Soil and surface
   1. Deep, rich soil and miles of level land
      a. farmers can grow good crops
      b. easy to use machinery
      c. highlands -- (only a small part of this region)

B. Climate
   1. Favorable for farming and livestock
      a. four to six months growing season
      b. rainfall and temperature favorable

C. Rivers and Lakes
   1. Four of the five Great Lakes
   2. Mississippi River and its two largest tributaries (the Ohio and Missouri rivers)
   3. Giant Dams
      a. Man-made lakes
      b. control floods
      c. furnish electric power
      d. provide water for irrigation
   4. St. Lawrence Seaway

Living and Working in the North Central States

A. Farming
   1. important crops and their uses (corn, wheat, etc)
   2. daily farming
   3. poultry farming
   4. livestock farming

B. Manufacturing
   1. automobiles and auto parts and tires
   2. airplanes and airplane motors
   3. heavy machinery (large gas engines, power shovels, etc.)
   4. meat packing and vegetable canning plants
   5. paints and furniture
   6. flour milling
   7. glass making
   8. shipbuilding
   9. many other

C. Mining
   1. coal
   2. iron ore
   3. lead
   4. zinc
   5. oil
   6. gold
   7. copper
   8. limestone, sand, and clay

Topic Outline	Teaching-Learning Activities	Learning Resources No./ Pages
	Have students write for information about different industries in this region.	
	Have students do research and report information to the class about such places as the Great Lakes, Mississippi River, and gold mining in South Dakota.	
	Have students collect and arrange pictures of industries and farm activities on the bulletin board.	
	Have students arrange pictures of farm products and their uses for another bulletin board.	
	Have students work picture quiz--See page 294 in textbook for directions--"learning from pictures"	
	Have students do research and report to class information about Spring and Winter Wheat, the Corn Belt, and Why This Region is Known As "Our Nation's Breadbasket."	
	Have students keep a notebook of all written work and pictures.	
	Make outline maps showing state capitols and largest cities; showing rivers, lakes, and highlands; industrial centers; farming areas (corn belt, etc.)	
	Have students make a chart (see page 295 in textbook for directions)	

LEARNING RESOURCES

Resource Books

1. World Book Encyclopedia
   Vol. IJ - Illinois - P. 3648 to 3660.
   Vol. IJ - Indiana - P. 3729 to 3738.
   Vol. IJ - Iowa - P. 3856 to 3866.
   Vol. KL - Kansas - P. 4102 to 4110.
   Vol. M - Michigan - P. 5022 to 5031.
   Vol. M - Minnesota - P. 5098 to 5106.
   Vol. M - Missouri - P. 5141 to 5151.
   Vol. NO - Nebraska - P. 5472 to 5479.
   Vol. NO - North Dakota - P. 5742 to 5748.
   Vol. NO - Ohio - P. 5861 to 5870.
   Vol. S - South Dakota - P. 7595 to 7601.
   Vol. WXYZ - Wisconsin - P. 8813 to 8821.

2. Timber - Farming Our Forest, William Morrow & Co., 425 Park Avenue, South New York, N. Y. 10016.

3. How Airplanes Are Made, Dodd, Mead & Co., 79 Madison Avenue, New York, N. Y. 10016.

Recordings

1. Story of Timber, Phoebe James Rhythm Records, P. O. Box 904, Mentone, Carolina 92359.

2. When I Grow Up, Young People's Records, 100 Sixth Avenue, New York, N. Y. 10013.

Film Strips

1. The St. Lawrence Seaway
2. Michigan
3. Indiana
4. From Soil to Fabric
5. Our Nations Resources
6. Why Do People Work
7. The Apple Industry From Orchard To You

Free Films

1. Long Ships Passing
2. Story of the Great Rivers

INTEGRATED OCCUPATIONAL EDUCATION UNIT OUTLINE
FOR
EXEMPLARY PROGRAM IN ELEMENTARY GRADES

Russellville City Schools
Russellville, Alabama 35653

Instructional Unit: Integrated Occupational Information for grade five: Southeastern States

Estimated Time: Six weeks

Instructor: Miss Julia Summerville

Instructional Goals:

1. Make information about world of work available to students
2. Develop a greater relationship between the curriculum and the world of work

Instructional Objectives:

1. A survey of regional industries and services in the United States
2. Explore the interdependence of the work of one region upon the work in other regions

Topic Outline	Teaching-Learning Activities	Learning Resources No./ Pages
I. The Southeastern United States A. Survey of regional industries and services	Displays depicting the industries and services of the Southeastern United States Examples-- bulletins exhibits charts posters	Text Material Living in the Americas The People Around Us Films-- Doorway to Tomorrow Shorelines for Progress
1. Farming a. cotton b. corn c. tobacco d. peanuts e. vegetables & fruit f. livestock	Films & Filmstrips related to work in the Southeast states	
2. Lumbering a. paper b. furniture c. naval stores	Write Chamber of Commerce of each state asking for material concerning jobs within their state	
3. Industries a. textiles b. steel manufacturing c. chemicals	Written & Oral reports concerning regional services and industries	The Port of Mobile
4. Mining & quarring a. coal b. marble c. limestone d. iron	Field trips-- examples: local farm paper mill at Courtland, Alabama Trailer plant at Isbell Textile Mills	Cotton, Nature's Wonder Fiber The Designer The Magic of Learning
5. Government a. local b. state c. T.V.A.	Rockwood limestone quarries or Strip mining sites Franklin County court house to see local government at work	The Paper Forest Steelmaking Today
	Visit to Franklin County unemployment office	Library
	Outside speakers examples-- Representatives from local unemployment office	Books: Men At Work In The South
	Read literature about people and their jobs	Under Ground Riches: The Story of Mining
	Maps: Make outline of major service and industries of this region and locate them on maps.	
	Scrapbook--Collect pictures and articles about services and industries of this region.	

INTEGRATED OCCUPATIONAL EDUCATION UNIT OUTLINE
FOR
EXEMPLARY PROGRAM IN ELEMENTARY GRADES
Russellville City Schools
Russellville, Alabama 35653

Instructional Unit: Integrated Occupational Information for fifth grade: New England States

Estimated Time: Six weeks

Instructor: Mrs. Elizabeth Witt

Instructional Goals:

1. To prepare the students to develop a "vocational awareness"
2. To show the wide range of job opportunities
3. To develop an understanding of work as it is related to individual interests and potential skills

Instructional Objectives:

1. To show how the natural environment and work skills developed by the people created more job opportunities in many fields and how New England became a great Industrial region

Topic Outline	Teaching-Learning Activities	Learning Resources No./ Pages
A. Location of New England States 1. Size 2. Surface features 3. historical background B. Natural Resources 1. lumber 2. fishing 3. farming	Make a product map of the New England States. (Point out number of jobs made by the production of items on map)	Occupational Information In Elementary School Career Development
A. Have children pretend they were early settlers--let them decide what jobs they would have to do to make a living in the new country B. Show how industry grew from natural resources-- 1. Forests-lumber a. building ships b. furniture c. homes d. maple sugar e. paper (1) plates, etc. (2) pulp wood (a) newsprint (b) magazines	Write a play--show how a man could use his natural ability to start a shop or industry-- a. baker b. shoemaker c. furniture Make lists of jobs needed in production of items made from lumber-- Illustrate this list with pictures from magazines Field trip to local sawmill Show films-- American Sawmill Power of Paper	Journeys through the Americas Living in the Americas
A. Fishing Industry 1. Lobster fishing 2. sardines 3. clams a. canning industry 4. grand banks 5. oyster beds	Film-- New England Fishermen Film-- Shell Fishing Make illustrated list of jobs workers have to do to can sea food.	
Industrial New England A. Needs for industrial area 1. water power rivers 2. transportation a. boats b. railroads c. highway system	Make bulletin board showing modes of transportation. List jobs available in this area. Field trip to Wilson Dam Power Plant	

Topic Outline	Teaching-Learning Activities	Learning Resources No./ Pages
A. Textile Industry 1. Clothing Production a. designers b. buyers c. pattern makers d. cutters e. shop foreman f. machine operators g. mechanics h. models	Doll fashion show-- Clothes made and designed by girls- boys build stage, etc.	
A. Farming in New England 1. Dairy Farms 2. Truck Farms 3. Poultry Farms	Film-- The American Farm	

INTEGRATED OCCUPATIONAL EDUCATION UNIT OUTLINE
FOR
EXEMPLARY PROGRAM IN ELEMENTARY GRADES

Russellville City School
Russellville, Alabama 35653

Instructional Unit: Integrated Occupational Information for grade five: Mountain States

Estimated Time: Six weeks

Instructor: Unit prepared by Mrs. Jane Williams
Unit will be taught by Mrs. Nellie Noy

Instructional Goals:

1. To acquaint students with the vocations of the population occupying the portion of the United States known as the Mountain States

2. To compare and contrast those Mountain States vocational areas with the major vocations here in Northwest Alabama

Instructional Objectives:

1. Student will be able after six weeks of instruction with the above goals in mind to identify the major vocational (occupational) areas in the Mountain States

2. Student will know the geographic factors causing these major vocational areas to exist in the Mountain States

3. Student will be able to compare Mountain States vocational areas with those in Northwest Alabama--All of this on a written examination on which he should make at least a 70 per cent correct grade

Topic Outline	Teaching-Learning Activities	Learning Resources No./ Pages

First week---The Mountain States area of the United States will be surveyed to identify the following things:

1. Location in the continental United States
2. Land type, climate, and water resources
3. Dominant natural resources both available and actually in use
4. Population, both density and location

This survey can be handled in several ways or a combination of any of them. The area can be introduced through the use of a large wall map of the relief type together with or replaced by small desk relief maps. Introduction can be by discovery method with the children using their knowledge of maps in determining the above information and using their previous knowledge of the area to add to the discussion.

The survey could begin with assignment, either for class or homework of pages 183-214 in the text Journeys Through The Americas. Assignment can be made on an individual basis or on a group basis. Probably the best would be to assign general area reading at the beginning of the assignment to everyone with specific states being assigned to specific persons or groups of persons. This assignment can be coupled with study questions, either teacher-made or those offered in various parts of the text on these states. The reading assignment, when completed, would be followed by a discussion of the study questions that were assigned or of questions presented by the teacher at the beginning or during the discussion. During the discussion the teacher should bring out and emphasize that the factors affecting population density--and therefore vocational necessity--are those listed under numbers two and three above. She should explain or lead the children to discover for themselves why and how these factors affect population. During this time a filmstrip on the Mountain States as a group can be shown at the most suitable spot and discussed. The strip itself could be another method of introducing the unit.

At the close of the first week, the students should be familiar with the Mountain States in the four areas listed at the beginning of this lesson plan. The overhead projector and an outline map of the United States as a whole can be used both for locating the Mountain States in review or in a test situation. An outline map of just the Mountain States themselves can be used with the overhead projector in locating natural resources, marking climates and rainfall areas and identifying land formations. Desk outline maps can accompany use of the overhead, either, again, in a review or a testing situation.

Second week---During the second week students will begin to indentify the major occupations of the people living in the Mountain States, again by a variety of methods. Students will have acquired some knowledge of these during their reading and discussion the first week. They can be assigned

Topic Outline	Teaching-Learning Activities	Learning Resources No./ Pages

work in reference books or in the library which would require them to identify the major occupations, their locations in the states, numbers of people so occupied (this may be a bit above all except the brightest and might be an optional part of the assignment). Here again the assignment can be group or individual and can be handled for the area in general or the state individually. Another way to get into the assignment would be to have a class discussion and assist the children in discovering what the major occupations might be. This could be started by listing on the board a great many vocations, either entirely teacher-compiled or teacher-student compiled, and eliminating, during the discussion, those that would not be likely major occupations for this area, emphasizing all along why they would or would not be likely to be found in prevelance in this area. After the occupations are established, the remainder of the week can be spent in analyzing the major vocations of the Mountain states, discovering what background and preparation might be necessary to go into any of them, what each would involve in the way of hours and type of work (regular, irregular, seasonal, indoor, outdoor, physical, mental, skilled, unskilled, working with nature, working with other people, etc.).

The major occupations of these states are:

1. mining
2. sheep and cattle grazing
3. irrigated farming
4. dryland farming
5. forestry (conservation and reforestation)
6. lumbering
7. tourism

The students might like to work up a presentation on what it would be like to be a forest ranger or a miner or an exhibit of the difference between dryland and irrigated farming or a display of land reclamation or water conservation projects. Special reports and presentations could be assigned on the National Parks in the area, the National Forests in the area, the cotton farms in the desert lands of Arizona, the Indian reservations and their world of work, the Colorado-Big Thompson irrigation tunnel through the Rocky Mountains, etc. During this period would be an excellent opportunity to show motion pictures on each of the states and filmstrips on individual states. These are listed at the end of this lesson plan.

The film on Natural Resources of Nevada is an excellent film to launch a discussion of land reclamation and of the four different types of mining--placer, strip, open pit, and shaft--and the reasons why different methods are employed in mining.

All films and filmstrips should be previewed by the teacher and opportunities for later discussion noted. It is good to list items or scenes before the film is shown and instruct the children to watch for these.

Topic Outline	Teaching-Learning Activities	Learning Resources No./ Pages

Third week---The second week's work will probably spill over into this week and may well take most of it. It is suggested that the third week and the fourth be used in finishing up the work outlined under the second week and in having the children, after they have learned all they can about the area's occupations, to select the occupation they might like most to go into and work up a report or a presentation on the occupation, why this particular one was chosen, what the student would have to expect in the way of training and other preparation for it, where in the Mountain States the student would want or be likely to live in becoming a part of this occupation, what would be good and what would be bad about the work, what resources other than talent, training or preparation, and experience he would have to have for the job; i.e., capital, physical qualities, personality traits, equipment, etc.

Fourth week---Class will finish up third week's work if necessary and go into a survey of what the major occupations are in the Northwest Alabama area. Work up the list through classroom discussion, interviews of local organizations and people who can be helpful (Jaycees, Chamber of Commerce, Employment Office). This survey need not be so detailed as the previous work but it should try to touch these things:

1. Why these occupationa are prevelant here; what natural resources or other factors caused the big plants to locate here. The teacher will want to help much of the time. Most of the children will not be able to discover that Reynolds located here because the aluminum industry requires vast amounts of electricity, for instance.

2. Why some of the occupations of the Mountain States are not located here

3. Why Some of the occupations that the two areas share (farming, for instance) are so different in the two areas

The fifth and sixth weeks have no activities outlined for the simple reason that the activities given for the first four weeks will probably take a six-week period for completion.

It is assumed that the interweaving of the occupational emphasis into the regular social studies curriculum will place it before the student two or three times a week and not every day, which will make a week's plans take longer than the usually allotted time span. Showing films will vary, too, and will depend upon the number of films that can be successfully booked. The time required for these is hard to calculate because of this uncertainty. Therefore leeway is allowed for that.

Final overall testing should come at the end of the sixth week and could be a separate quiz or an incorporated part of a general social studies examination.

LEARNING RESOURCES

1. Testbooks

Journeys Through The Americas, Alyn and Bacon, Inc. 1964

2. Motion Pictures

Nevada and Its Natural Resources, Motion Pictures, Bureau of Mines, 4800 Forbes Avenue, Pittsburgh, Pennsylvania 15213.

Idaho and Its Natural Resources, Motion Pictures, Bureau of Mines, 4800 Forbes Avenue, Pittsburgh, Pennsylvania 15213.

Arizona and Its Natural Resources, Motion Pictures, Bureau of Mines, 4800 Forbes Avenue, Pittsburgh, Pennsylvania 15213.

Arizona Revealed, Arizona Department of Economic Planning and Development, Travel Information Section, Suite 1704, 3003 North Central Avenue, Phoenix, Arizona 85012.

The Barrier Between (Colorado-Big Thompson Tunnel), Bureau of Reclamation, Film Distribution Center, Building 53, Denver Federal Center, Denver, Colorado 80225.

Colorado Color Carnival, State of Colorado, Division of Commerce and Development, Department of Local Affairs, 600 State Capitol Annex, Denver, Colorado 80203.

Ranch Country, State of Colorado, Division of Commerce and Development, Department of Local Affairs, 600 State Capitol Annex, Denver, Colorado 80203.

Colorado's Magic Wonderlands, State of Colorado, Division of Commerce and Development, Department of Local Affairs, 600 State Capitol Annex, Denver, Colorado 80203.

Land of the Shining Mountains, State of Montana, Advertising Department, Montana Highway Commission, Helena, Montana 59601.

America's Last Frontier, State of Montana, Advertising Department, Montana Highway Commission, Helena, Montana 59601.

Make Mine Montana, State of Montana, Advertising Department, Montana Highway Commission, Helena, Montana 59601.

Montana and the Sky, State of Montana, Advertising Department, Montana Highway Commission, Helena, Montana 59601.

3. Transparencies

Outline map of the United States

Outline map of the Mountain States

Outline map of the State of Alabama or the Southeastern States (optional)

4. Filmstrips

Encyclopedia Britannica Regional Geography of the United States
The Northwestern States
The Southwestern States
The Far Western States (includes Nevada)

Society for Visual Education
Intermountain West (270-19)
Western Plains and Rocky Mountain (270-20)
Douglas, Wyoming: Ranch Community (201-2)
Flagstaff, Arizona: Service Community (201-4)
The Wheat Belt (270-14)

Curriculum Filmstrips
Conserving Resources: Set No. 31
Interpendent Nation--USA: Set No. 54

Optional strips available at Junior High School:
Yellowstone National Park (SVE)
National Parks of the Midwest and the Southwest (SVE)
National Monuments of the Southwest

INTEGRATED OCCUPATIONAL EDUCATION UNIT OUTLINE
FOR
EXEMPLARY PROGRAM IN ELEMENTARY GRADES

Russellville City Schools
Russellville, Alabama 35653

Instructional Unit: Integrated Occupational Information for grade five-Southcentral United States

Estimated Time: six weeks

Instructor: Mrs. Kathleen McDowell

Instructional Goals:

1. Make information about world of work available to students
2. Develop a greater relationship between the curriculum and the world of work

Instructional Objectives:

1. A survey of regional industries and services in the United States
2. Explore the interdependence of the work of one region upon the work in other regions

Topic Outline	Teaching-Learning Activities	Learning Resources No./ Pages
I. The Southcentral United States A survey of regional industries and services. A. Farming 1. cotton 2. rice 3. wheat & corn 4. fruit & vegetables 5. sugar cane 6. livestock a. cattle b. sheep B. Lumbering C. Mining 1. oil 2. natural gas 3. sulpher D. Industry 1. space center 2. meat packing 3. Refining E. Government 1. local 2. state	Make bulletin board and displays showing main occupational groups in the South Central States. Individual reports, oral presentation Scrapbook of pictures and articles about industries and services supplied by the South Central States. Field trips examples-- Space center in Huntsville; Local gas company A visit to the Franklin County Court House to see local government at work. Write letter to the Chamber of Commerce from each state asking for information concerning jobs in their state Films and filmstrips related to the South Central United States Read literature about people and their jobs.	The Story of American Rice From Sugar Cane To Sugar Bowl Refinery Process This Is Hormel Gifts from the Forest This is Texas The First Book of Cotton Plants That Feed Us: The Story of Grains and Vegetables

INTEGRATED OCCUPATIONAL INFORMATION UNITS FOR - 6TH GRADE

INTEGRATED OCCUPATIONAL EDUCATION UNIT OUTLINE
FOR
EXEMPLARY PROGRAM IN ELEMENTARY GRADES

Russellville City Schools
Russellville, Alabama 35653

Instructional Unit: Integrated Occupational Information for Grade Six--Communications

Estimated Time: six weeks

Instructor: Alice Phillips

Instructional Objectives:

1. To teach the many ways in which people communicate with one another
2. To show in a general way the manner in which devices such as the telephone, radio, and television work
3. To teach pupils certain points about telephone conversations, and provide practice in taking part in tlephone conversations
4. To describe to the pupils specific occupations and industries

Topic Outline	Teaching-Learning Activities	Learning Resources No./ Pages
I. Approaches A. Class discussion	Introduce unit by class discussion. The televising or showing of pictures of "A Ride on the Moon" may stimulate questions such as:	Encyclopedia
	How long would it have taken this news to reach our parents when they were in school? Our grandparents? In What form would they have heard about or seen pictures of such events?	
B. Show filmstrip	Filmstrip: "Communication: Communicating Ideas"	Filmstrip
II. Kinds of Communication A. Human Communication 1. nods 2. smiles 3. gestures 4. expressions and etc.	Reading and discussing 1. How do people communicate without the use of language? 2. What means do we have for sharing spoken and written information? Filmstrip--"Communicating Ideas Without Words"	
B. Devices For Communication 1. Telegraph	Word Study The meaning of the word telegraph Tele means <u>far</u>, graph means <u>written</u> Study the history of the telegraph briefly. Work out short messages in Morse Code and in tapping (on wood) them out for the class to decode.	chalkboard Science Books
	Ask volunteers or superior pupils to start working on biographies of men who were pioneers in the field of communications. Give their reports as class takes up the form of communication associated with each man.	Encyclopedia
	Discuss "Steps to a Good Talk" Report--Samuel F. B. Morse Field Trip--Visit a local telegraph office and inquire about the teletypewriter and the other methods of telegraphing.	

Topic Outline	Teaching-Learning Activities	Learning Resources No./ Pages
2. The Telephone	Read and discuss the booklet, We Learn About The Telephone, a story of communications.	booklet
	Use charts and filmstrips Bulletin Board--"The Tower To Good Communication"	Teletraining (South Central Bell)
	Have pupils list the six steps to good communication	Bulletin Board
	Report--Alexander Graham Bell Discuss certain skills that modern communication systems demands of the individual; or dramatize the use of the telephone, emphasizing both skills and courtesy.	
	Make a class telephone book, following exactly the style of local telephone book, and discuss the need for reference skills: the importance of knowing where to find and how to find information in directories, encyclopedias, dictionaries, textbooks, and in using maps, library card catalog systems.	Telephone directory
	Make tin can telephone Visit the telephone office Guest speaker-- Program by speaker: How the Telephone Works, or Communication: Prologue To Tomorrow.	Resource Person (South Central Bell)
3. The Radio a. uses of radio b. the radio industry	Read and discuss the "Uses of the Radio" and "Radio Industry." Filmstrip: Communication: Radio Field Trip—Visit a broadcasting studio, watch a program in progress, and see how the broadcasting is controlled in the "control room." Invite a local radio or television station engineer to speak to the class.	Filmstrip

Topic Outline	Teaching-Learning Activities	Learning Resources No./ Pages
4. The Television		
5. Printing a. newspapers b. books (library)	Read, report on "The History of Printing", The Newspaper As A Business." Study the various sections of newspapers such as editorals and letters to the editor, food and fashion, sports, want-ads, department stores, and etc. Filmstrip: Communications: the Newspaper. Invite the school librarian to discuss the library as a means of communication. Filmstrip-- Communication: Books	
III. Communicational Development	Read to find answers to questions such as: 1. What were some of the earliest forms of human communication? 2. How did written language develop?	Encyclopedia
IV. Occupations Found in the Communications Industry	Pupils write short essays: "What I Want To Be When I Grow Up." List the following occupations on the chalkboard. 1. Actor 2. Announcer 3. Audio Engineer 4. Composing Machine Operator 5. Copyright Expert 6. Director 7. Disckeyckey 8. Disc Recording Machine Operator 9. Editor 10. Film Editor 11. Foreign News Translator 12. Gag Writer 13. Light Technician 14. Newspaper Carriet 15. Newspaper Reporter 16. Page Boy 17. Producer 18. Publishers 19. Screen Reporter 20. Script Reporter 21. Sound-Effects Technician 22. Tape--recording Machine Operator 23. Typesetter 24. Photographers	

Topic Outline	Teaching-Learning Activities	Learning Resources No./Pages
	Find information about what the above workers do on the job. Keep a Name the Occupation file box with cards to play guessing games.	
	Make booklets— "Vocational Opportunities in Communication."	
	Class Discussion: "Occupations Found in the Communications Industry of Russellville."	
	Photography as a survey Technique 1. Pupils having interest in photography, collect slides or enlargements showing local people at work. 2. Pupils use their tape records to interview these workers.	
V. Culminating Activities	Pupils might write and present a radio or television program dramatizing the story of communication. The history of communication might be traced with emphasis on contributions of great inventors and pioneers in this field.	
	A program called "Jobs" could be televised. The word, JOBS, in large letters decorates the background. The programs would be prepared and presented according to circumstances and regulations that would prevail in real station or studio.	

*Field trips— All trips might have to be combined.

INTEGRATED OCCUPATIONAL EDUCATION UNIT OUTLINE
FOR
EXEMPLARY PROGRAM IN ELEMENTARY GRADES
Russellville City Schools
Russellville, Alabama 35653

Instructional Unit: Integrated Occupational Information for Sixth Grade--Occupations of American Neighbors Compared To Occupations In The United States

Estimated Time: 6 weeks

Instructor: Mrs. Willie B. Hillman

Instructional Objectives:

A. General

1. To help the child become aware of the worker's importance and contributions to the world he lives in
2. To help develop an appreciation and understanding of how the workers determine their occupations and manner of living

B. Specific

1. To increase the child's ability to read graphs
2. To learn to take an active part in group discussion
3. to show why work is necessary
4. To help the child learn to make comparison
5. To give the child a knowledge of the interdependence of people
6. An understanding of why industrial centers have developed in certain places
7. To develop an appreciation of the American way of live, and for earning a living
8. An appreciation of the privileges of securing an education and enjoying other personal freedoms

Activities

A. Make booklets

B. Do dramatizations

C. Play occupational games (pages 86 & 88 in Occupation Information)

D. Individual charts

E. Construct Bulletin Boards

F. Group discussion

G. Draw maps

H. Write stories

I. Interpret maps

J. Collect pictures

K. Give oral and written reports

L. Write for information

Topic Outline	Teaching-Learning Activities	Learning Resources No./ Pages
I. Canada		
A. Work of the people	Introduce unit with the use of a map of Canada.	Map of Canada
1. Manufacturing and Processing	Point out all provinces of Canada.	
2. Agriculture	Show film, "Why Do People Work?" Made products maps and charts	Textbook
3. Mining		
4. Natural Resources	Have students list several agricultural occupations.	Encyclopedia
a. fisheries	Discuss each.	
b. furs		
c. climate	Discuss what affects geography and climate have on natural resources and work people do.	
II. Latin America		
A. What the people are like	Class discussion	Films maps
1. Natural resources	Research	textbook
2. What the land is like		
3. What the climate is like		
B. Work of the people	Question and answer discussion	Encyclopedia
1. Agricultural		
2. Manufacturing		
3. Mining		
4. Natural resources and their uses		
III. The United States		
A. Industries of the United States	Compare occupations found in Canada and Latin America with those of the United States	films maps
1. New England States		
a. textiles		
b. metal		
c. fishing		
2. South Atlantic States	Have group reports	
a. tobacco		
b. cotton		

Topic Outline	Teaching-Learning Activities	Learning Resources No./ Pages
3. South Central States	Find answers to these questions	Encyclopedia
a. Petroleum	1. What is industry?	
b. cattle raising	2. Where is it located?	
c. farming	3. What products come from this industry?	
4. North Central States	4. Where are they sent?	
a. automobile	5. How many workers are involved?	
b. meat packing	6. What are their jobs?	
5. West Central States	7. What are the jobs like?	
a. flour milling		
b. wheat		
6. Mountain & Pacific States		
a. mining		
b. vegetable & fruit		
c. airplane making		

INTEGRATED OCCUPATIONAL EDUCATION UNIT
FOR
EXEMPLARY PROGRAM IN ELEMENTARY GRADES

Russellville City Schools
Russellville, Alabama

Instructional Unit: Integrated Occupational Information for Grade Six Science

Estimated Time: Six weeks

Instructor: Patricia Daniel

Instructional Goals:

1. To enrich the student's understanding of work as a function of man.

2. To develop vocational awareness for the individual student.

Instructional Objectives:

1. To provide students with a foundation for wholesome attitudes regarding the worth and function of man's work in our society

2. To provide students with an understanding of the world of work

3. To provide students with an opportunity to develop self-understanding and an awareness of their personal responsibility for making their own decisions

4. To provide students with an opportunity to develop attitudes of respect and appreciation toward workers in different fields and levels of work

5. To provide students with an understanding of their developing personal interests, attitudes, aptitudes, abilities, and skills as they relate to future career decisions

6. To provide students with an understanding of the broad range of occupations provided through education

Introduction: In this unit planned for the entire year, students will study occupations relating to the course of study for sixth grade science. Each occupational study will include the nature of work, training required, and employment outlook, also earnings and working conditions.

	Topic Outline	Teaching-Learning Activities	Learning Resources No./ Pages
First Six Weeks	1. Scientist	Class discussion Student reports on different fields of study.	1/144-149
	2. Geologist		1/133-135
	3. Biologist		1/147-148
	4. Physicist		1/155-157
	5. Oceanographer		
	6. Meterologist		1/139-141
	7. Engineer		1/63-75
	8. Science technicians		1/205-207
	9. Tool and die makers		1/439-440
	10. Draftsman		1/211-213
	11. Machine Tool Operators		1/438-439
	12. Astronaut		
	13. Astronomers		1/158-160
Second Six Weeks	14. Soil Conservationist		1/580-582
	15. Forester and Forestry Aids	Visit office of a state forester	1/47-50
	16. Game Warden	Have a game warden to visit and discuss his work.	1/148
	17. Firefighters		1/338-339
	18. Nurseryman & Landscaping Architects		1/228

Topic Outline	Teaching-Learning Activities	Learning Resources-No./ Pages
19. Physician	Visit County Health Department	1/77-93
20. Nurse		1/77-93
21. lab technician		1/77-93
22. receptionist		1/77-93
23. Dentist		1/82-90
24. Dental hygientist		1/82-90
25. Dental lab technician		1/82-90
26. Pharmacist		1/97-99
27. Nutritionist		1/115-116
28. Dietician		1/115-117
29. Recreation workers		1/252-254
30. Social workers		1/254-257
31. Home economist		1/225-227
32. Cooks and chefs		1/325-227
33. Waiters and waitresses		1/328-229
34. Urban planners		1/260-262
35. Radiologic technologist		1/112-113
36. Medical record librarian		1/113-115

LEARNING RESOURCES

Resource No.	Title and Source

References and Materials

1. Occupational Outlook Handbook, U. S. Department of Labor, Bureau of Labor Statistics, Bulletin No. 1650, 1970-71 Edition.

Audio-Visual Materials

INTEGRATED OCCUPATIONAL EDUCATION UNIT
FOR
EXEMPLARY PROGRAM IN ELEMENTARY GRADES

Russellville City Schools
Russellville, Alabama

Instructional Unit: Integrated Occupational Information for Sixth Grade Social Studies

Instructor: Mrs. Gertrue King

Estimated Time: Six to eight weeks

Instructional Goals:

1. Make information about the world of work available to students
2. Develop a greater relationship between the curriculum and the world of work

Instructional Objectives:

1. A survey of regional industries and services in "Our American Neighbors"
2. Explore the interdependence of the work in one region upon the work in other regions

Topic Outline	Teaching-Learning Activities	Learning Resources No./ Pages
1. The ways in which people live in the Americas are influenced by the customs that their ancestors brought from the old world	1. Listening to stories, records, and tapes dealing with work in Canada and other Latin-American countries-- Mexico, Central America, West Indies, and South America.	Films Filmstrips Maps
2. The ways of living in any region are affected by the climate and by the kind of land	2. Field Trips: Moreland Lumber Co. Wilson Dam Mobile Homes Nitrate Plant	Textbooks Library Books Slides
3. Improving the means of transportation and communication stimulates the growth of a nation	3. Scrap Book	
4. Natural resources provide the nation with a vast source of wealth-forest, minerals, water	4. Write imaginary trips to countries studied	
	5. Write letters to Chamber of Commerce in a country for information.	

INTEGRATED OCCUPATIONAL EDUCATION UNIT OUTLINE
FOR
EXEMPLARY PROGRAM IN ELEMENTARY GRADES

Russellville City Schools
Russellville, Alabama 35653

Instructional Unit: Integrated Occupational Information for sixth grade.

Estimated Time: 6 weeks

Instructor: Mrs. H. W. Cotton

Instructional Goals:

1. To develop wholesome attitudes toward all fields of work.
2. To develop an awareness of the wide variety of jobs and answer questions about various occupations.
3. To help the student understand himself and get along with others.

Instructional Objectives:

1. Help each student develop traits that are desirable when working with others
2. Help each student understand himself a little better
3. Help develop personal interests, talents, abilities and relate them to future vocations
4. Help each student become aware of the wide selection of vocations and become aware that this decision must be a personal one
5. Help each person aware of the need for work on all levels and develop appreciation for work on each and every level

Topic Outline	Teaching-Learning Activities	Learning Resources No./ Pages
I. Oral and Written Reports		
A. Selection of Title based on different vocations.	Emphasize construction of the report in hopes that a new awareness and discussion will follow.	English is Our Language PP. 133, 137, 150, 151, 156
B. Notes for a report		
C. Outline for a report	Through the year do worksheets of facts on unusual occupations and have a discussion. Use them with prepositions, verbs, etc.	Library Books Career Pamphlets
D. Writing a report		
E. Listening to a report		

INTEGRATED OCCUPATIONAL EDUCATION UNIT OUTLINE
FOR
EXEMPLARY PROGRAM IN ELEMENTARY GRADES

Russellville City Schools
Russellville, Alabama 35653

Instructional Unit: Integrated Occupational Information for Sixth Grade

Estimated Time: 6 Weeks - March and April

Instructor: Roxie Britton

Instructional Goals:

1. To help the pupils become aware of the occupations that may have an impact on their future.

Instructional Objectives:

1. To bring out the uses of arithmetic in real life
2. To examine a wide variety of community resources related to the field of arithmetic
3. To make field trips to various places in which numbers play an important part

Topic Outline	Teaching-Learning Activities	Learning Resources No./ Pages
I. Ask class members to name their fathers' occupations. Classify each according to the arithmetic it deals with.	Why did parents choose a particular occupation?	
II. Have Class list ways arithmetic is used in the home. (cooking, sewing, etc.)		
III. Provide a wide variety of arithmetic experiences by trips to:	What occupation would the student like? Why?	
A. Bank		
B. Post Office		
C. Store		
IV. Invite an accountant to visit class.		

INTEGRATED OCCUPATIONAL INFORMATION UNITS FOR - FOR 7TH &
8TH GRADES

OCCUPATIONAL INFORMATION UNIT OUTLINE

FOR

VOCATIONAL EDUCATION EXEMPLARY PROGRAM

Russellville City Schools
Russellville, Alabama 35653

Occupational Unit: Occupational Information for grades 7 and 8

Counselors: Mrs. Nell Arnold, Mr. Paul Foster, Mr. Orie T. Vaughn

Estimated Time: 36 weeks)one period per week)

Instructional Goals:

To help the student:

1. Develop an understanding of himself.
2. Develop an awareness of the world of work.
3. Explore various work roles.
4. Make a realistic vocational choice.

Instructional Objectives:

1. To help the student explore his personal characteristics, his interests, and his strengths and weaknesses.
2. To expose the student to the characteristics of different jobs.
3. To help the student relate his individual characteristics to different work roles.

Topic Outline	Teaching-Learning	Learning Resources No./ Pages
I. Introduction		
A. Role of Counselors	Discuss role of counselors	
B. Career Guidance Program	View transparency and discuss career guidance program-its purpose and plan for the program.	1/transparency 2/2-6 1/26
C. Important High School Decisions	View transparency and examine materials listing courses of study and subjects offered at senior high school.	2/transparency
1. Selection of course of study 2. Alternative following	View filmstrip and discuss the values gained from study of high school subjects.	10/filmstrip
	View filmstrip and discuss factors to consider when selecting high school course of study.	3/filmstrip 2/54-71 4/17-34 8/2-5
	View transparency and discuss the listing of alternatives following graduation. Also, the relationship between these alternatives and the high school courses of study.	3/transparency
II. Self-Study (Self-Understanding)	View transparency and filmstrip-serve as an introduction or springboard for discussion on value of understanding self.	4/transparency 1/filmstrip (through frame 41) 2/2-19 5/12-14
A. Interest		
1. Define	View transparency interests - definition, relationship to ability and changes.	5/transparency 3/15-16
2. Relationship of interest and ability	View Filmstrip.	5/filmstrip
3. Changes of interests	View transparency and discuss factors to consider when judging own interests.	4/113-118
4. Interest or excitement	View transparency and discuss job groupings as to common interests, and then each student state the job grouping that would most interest him.	6/transparency 7/transparency
5. Factors to consider when judging own interests		
6. Interests inventories		

Topic Outline	Teaching-Learning Activities	Learning Resources No./ Pages
	Discuss interest inventories-their value. Administer Kuder General Intrest Inventory to students in grade seven and assist them in determining their scores. Homeroom teacher discusses results with each student.	
B. Ability and Aptitude		
1. Define	View transparencies and discuss abilities and aptitudes—	8,9/transparencies
2. Kinds of abilities and aptitudes	definitions, relationship of ability and aptitude, kinds of abilities and aptitudes.	4/119-121 3/20-27
3. Achievement tests and aptitude tests	Discuss achievement tests and aptitude tests administered in the school system.	
C. Personal Characteristics		
1. Define personal characteristics or personality traits	View transparency and discuss importance of desirable personal traits and this relation to desirable employer-employee relationship.	10/transparency 1/7-24 4/122-136
	View transparency and discuss the importance of intrest, ability, plus desirable personality traits.	11/transparency 3/3-14
2. List personal characteristics or personality traits	Discuss the term personality (definition, relationship of personality and occupational choice.)	
	View filmstrip.	2/filmstrip
3. Relationship of personality and occupations	Students compile orally, and then place in notebooks a list of factors that comprise ones personality and example of each. General requirements expected of all employees.	1/29-30
4. Personality Tests	Discuss briefly test to be administered in 8th grade. Administer "Sixteen Personality Factor Questionnaire" to students in grade eight.	

Topic Outline	Teaching-Learning Activities	Learning Resources No./ Pages
I. Vocational Exploration		
A. Key Words	View filmstrip—serve as springboard for discussion: What is Work?	8/filmstrip
	View transparency and discuss that all jobs are important.	12/transparency
	View filmstrip. View transparency and discuss meaning of key words.	12/filmstrip 2/7-11
	Give meaning and/or examples of key words—students identify words.	13/transparency
B. Jobs and Job families	View filmstrips—jobs and job families. View transparency and discuss jobs that deal primarily with ideas, people, and things.	11/filmstrip 9/filmstrip 2/20-43 14/transparency
	View transparency and discuss opportunities for learning more about the world of work.	15/transparency
C. Job Opportunities	Discuss present and future job opportunities.	7/filmstrip
	View filmstrip.	
	View filmstrip and students list ten job opportunities shown in the filmstrip.	6/filmstrip
D. Occupational Categories	View transparency listing nine occupational categories. Name occupations and jobs, students determine categories.	16/transparency
E. Employment in Major Occupational Groups	View transparency and discuss employment (male and females) in the major occupational groups.	17/transparency
	Study of each of the job categories-Use of transparencies; discussions. Categories: 1. Professional, technical and managerial occupations 2. Clerical and sales occupations 3. Service Occupations 4. Farming, fishery, forestry, and related occupations 5. Processing occupations 6. Machines trades occupations 7. Bench work occupations 8. Structural work occupations 9. Miscellaneous	2/146-315

Topic Outlines	Teaching-Learning Activities	Learning Resources No./ Pages
F. Job Exploration	View filmstrip and discuss suggestions for studying occupations.	4/filmstrip 2/137-144
	Each student interviews nine persons engaged in work representative of each of the nine categories. (Using form on page six as a guide)	8/14-15 1/37-44 3/35-36
	Parts of form A and B are completed following interviews; additional information is gained through research.	
G. Student Reaction	View transparency and discuss desirable and less desirable features of occupations listed on transparency.	18/transparency
	Student determines features he likes and dislikes about each occupation and lists them as Part O of the form.	5/14
	View transparency and discuss the importance of vocational exploration.	19/transparency

OCCUPATION_____

OCCUPATIONAL CATEGORY_____

A. INTERVIEW

Person Interviewed_____

1. Summary of Duties

_____

_____

_____

2. Educational and Training Requirements

_____

_____

3. Working Conditions

_____

_____

4. Hours

_____

_____

B. RESEARCH

1. Desirable Personal Traits

_____

_____

_____

2. Outlook for future

_____

_____

_____

C. REACTION

1. List features you like and dislike about the occupation

Likes

1. _____

2. _____

3. _____

Dislikes

1. _____

2. _____

3. _____

2. What are your feelings in regard to YOU becoming engaged in this occupation?

_____

_____

_____

Topic Outline	Teaching-Learning Activities	Learning Resources No./ Pages
I. Professional, Technical, and Managerial Occupations		9/27-260 9/16 9/23
A. Professional Occupations		
1. Occupations classified as professional	Discuss: Business Administration and related professions Clergy Conservation Occupations Counseling Engineering Health, Service Occupations Mathematics, and related fields Natural sciences Teaching Other professional and related occupations	
2. Characteristics of work	Discuss: Similarities and differences between some of the more familiar professional occupations (teaching, law, medicine, engineering.) such as working hours, amount of physical activity required, and relationships with other people.	
3. Training and other qualifications	Discuss: the wide range of education required for some of the various fields, emphasizing the requirement of a college education for all these fields. Also, discuss some of the special talents or abilities required for some of the fields.	
4. Trends and Outlook	Discuss: Changes in the needs for trained professions. Fields that are opening for women. 1 out of every 7 workers are in a professional or related occupation.	
B. Technical Occupations		9/205-214 9/239-288 9/93 9/108-170 7/33-54

Topic Outline	Teaching-Learning Activities	Learning Resources No./ Pages
1. Occupations classified as Technical	Discuss: Draftsmen Engineering Aids Programer Electronic Technician Laboratory Technician X-ray Technician	
2. Characteristics of work	Discuss: Work of a relatively routine nature, requiring skills within a limited sphere, highly technician.	
3. Training and other qualifications	Discuss: Technical occupations usually requires a combination of basic scientific knowledge and specialized education or training in some particular aspect of technology or science. Training may be obtained in technical institutes, junior colleges, and other schools, or through equivalent on-the-job training.	
4. Trends and Outlook	Discuss: Strong demand for technician (especially graduates or post-secondary school technician training programs) due to the anticipated expansion of industry and the increasing complexity of modern technology. As products and the methods by which they are manufactured become more complex, increasing numbers of technicians will be required, also, automation of industrial processes for the growth of new areas of work (space, exploration, atomic energy, etc.).	
C. Managerial Occupations		9/16 9/263-270
1. Occupations classified as Managerial	Discuss: 1. Manager 2. Official 3. Proprietors	
2. Characteristics of work	Discuss the various levels of Managerial positions and the various types of decisions and supervision required at each level.	

Topic Outline	Teaching-Learning Activities	Learning Resources No./Pages
3. Training and other qualifications	Discuss: the increasing need for a college degree in business administration with emphasis on accounting, economics or finance.	
4. Trends and Outlooks	Discuss: the continuing steady demand for trained, salaried managers and the decreasing number of owner-managers.	

Topic Outline	Teaching-Learning Activities	Learning Resources No./Pages
Clerical and Sales Occupations		
A. Clerical	Discuss occupations shown on transparency including the work of secretaries, bookkeepers, typists, cashiers, telephone operators, shipping and receiving clerks, office machine operators, postal clerks, mail carriers, receptionists, bank tellers.	19/transparency 6/135-136 7/55-64 243; 256-291 2/215-232 9/271-290
1. Occupations Classified as Clerical		
2. Characteristics of Work	Discuss: Keeps records and does other paper work required in offices; handles communications through mail, telephone, telegraph messenger services; ships and receives merchandise; rings up sales on cash registers.	
3. Training, other Qualifications	Discuss: Graduation from high school: (High School - Business and Office Education Courses); On-the-job training; Additional-junior college, trade or technical school, private business school. Other Qualifications: verbal ability, spelling, grammar, reading comprehension; poise; good grooming; pleasant personality and speaking voice; motor coordination and finger dexterity; ability to avoid errors in arithmetic computation; ability to observe differences in copy.	
4. Trends and Outlook	Discuss: More than half of all girls who go to work after completing high school find jobs in clerical and related occupations; 7 out of 10 clerical workers are women; 1968 - 13 million employed in clerical and related occupations; 300,000 new positions will be added each year; turnover is especially high. Workers needed particularly in: banks and insurance companies, manufacturing establishments, government offices, education institutions, professional service organizations.	

Topic Outline	Teaching-Learning Activities	Learning Resources No./Page
B. Sales		
1. Occupations classified as Sales	Discuss occupations shown on transparency including the work of wholesale salesworkers, retail salesworkers, manufacturers, salesmen, insurance agents and brokers, real estate agents, securities salesmen.	20/transparency 6/615-662 7/64-68, 239, 243, 373 482-493 2/233-248 9/295-318
2. Characteristics of Work	Discuss: Attempts to understand the needs and viewpoints of customers and attempts to be of assistance to them--describing selling points of merchandise; deals with people, many strangers (except retail stores); locates prospective customers; often plans own work schedule.	
3. Training, other qualifications	Discuss: On-the-job experience; training courses (different lengths of time); high school graduate (asset to all sales jobs); college graduate (essential for some). Other qualifications: good grooming, energy, poise, self-confidence, imagination, initiative, facility with language and ability to communicate, self-discipline, desire to deal with people.	
4. Trends and Outlook	Discuss: 1968--4.6 million employed in sales; 2 out of 5 are women (mainly in retail sales); 1970, employment expected to rise moderately--population growth, business expansion, and rising income levels; 275,000 additional workers needed each year; number of part-time workers to increase.	

Topic Outline	Teaching-Learning Activities	Learning Resources No./ Pages
C. Service Occupations		
1. Occupations Classified Service	Discuss occupations shown on transparency: Food Preparation and Service--cooks, chefs, kitchen workers, waiters, waitresses, counter and fountain workers, bartenders; Building Cleaning Service-- building custodians or janitors, porters, elevator operators, chambermaids; Private Household Workers-- prepare and serve meals, make beds, do cleaning and laundering, take care of children, perform other household duties; Health care-- hospital attendants, nursing aides, orderlies; Protective Service-- Police officers, detectives, guards and watchman, firefighters, sheriffs, FBI special agents; Personal Service-- barbers, cosmetologists All Other--(Related to entertainment) ski instructors, ushers, room attendants, airline stewardesses	
2. Characteristics of Work	Discuss: Performing a service for people in hotels, motels, restaurants, cafeterias, nursing homes, hospitals, beauty shops, barber shops, theaters, airliners, etc.	
3. Training and Other Qualifications	Discuss: Training and skill requirements differ greatly; On-the-job training (formal education requirements usually not specified); high school diploma; specialized vocational training; college degree.	
4. Trends and Outlook	Discuss: 1968--9.4 million employed in service occupations; employment expected to continue to increase rapidly--as income level rises and leisure time increases some occupations; rapid growth; others, moderate growth; few, decreasing in size; increase in employment is expected to be greatest in: food preparation, health care, protective and personal services	

Topic Outline	Teaching-Learning Activities	Learning Resources No./ Pages
Farming, Fishing, Forestry, and Related Occupations		6/264-266
A. Farming		
1. Occupations classified as farming	Discuss cropping, animal farming, garding, and related work	9/573-577
2. Characteristics of Work	Discuss some of the specific tasks performed in growing crops, breeding, feeding and caring for livestock, and marketing their farm products.	
3. Training, and other Qualifications	Discuss: Growing up on a farm High school courses in Agriculture Short courses for young farmers Other qualifications: Interest in outdoor work; ability to comprehend science; manual dexterity; eye-hand coordination; and physical stamina.	
4. Trends and Outlook	Discuss: Reasons for the number of opportunities in farming steadily declining; increase in size of farms and decrease in number of farms; and the decrease from 9.9 million farmers in 1950 to 3.5 million farmers in 1980.	9/14 9/17 9/569
B. Fishery	Discuss the fishery industry	6/283
1. Occupations classified as Fishery	Discuss: 1. Clam digging 2. tuns seining 3. Halibut fishing 4. Inshore fishing 5. bank fishing 6. Crab trapping 7. Lobster trapping	5/2
2. Characteristics of Work	Discuss: The use of nets, seines, traplines, and miscellaneous gear to catch aquatic animal life.	7/81
3. Training, other Qualifications	No formal educational requirement on-the-job training with relatives specail short courses other qualifications	7/81

Topic Outline	Teaching-Learning Activities	Learning Resources No./ Pages
4. Trends and Outlook	Discuss: the importance of courage, expert seamanship, mechanical ability, physical stamina, and a good head for business. Commercial fishing calls for strong men who like outdoor life and are not afraid of the hazards of the sea. Discuss: new uses for fish oils and processed fish that have made fishing more profitable than ever before. A reasonable prosperous future can be expected.	5/2-3
C. Forestry		
1. Occupations Classified as Forestry	Give examples of developing, maintaining, and protecting forest lands, timber, water, wildlife, forage and recreation areas.	6/309
2. Characteristic of Work	Discuss: planning and supervising the harvesting of trees, purchasing and selling trees and timber, processing, utilization and marketing of forest products, and reforestration activities.	6/309
3. Training, and other Qualifications	A bachelor degree in forestry Other qualifications: Discuss enthusiasm for outdoor work, physical stamina, and ability to meet and deal effectively with people. Willingness to work in remote areas.	9/47
4. Trends and Outlook	Discuss: the major factors underlying the favorable expectations of forestry graduates through the 1970's.	9/48

Topic Outline	Teaching-Learning Activities	Learning Resources No./Pages
V. Processing Occupations		9/649-665 7/84-120
A. Occupations classified as processing	Discuss occupations in: 1. Metal processing 2. Ore processing 3. Food processing 4. Paper processing 5. Petroleum, coal, natural and manufactured gas processing 6. Chemicals, plastics, synthetics rubber, and paint processing 7. Wood and wood product processing 8. Stone, clay, and glass processing 9. Leather and textile processing	7/677-688
B. Characteristics of Work	Discuss: Some of the occupations familiar to this region of Alabama, placing emphasis on the wide range of work characteristics found within each occupational area.	
C. Training and other qualifications	Discuss: Most plants and industries hire inexperienced workers for processing jobs. Companies prefer to hire young workers who are high school graduates which they train on the job.	
D. Trends and Outlook	Discuss: Generally, the number of jobs in the processing fields will increase slightly at a slow rate due primarily to automation.	
VI. Machines Trades Occupations		9/433-446, 495 7/121-147
A. Occupations classified as Machine Trades	Discuss: 1. All-round machinists 2. Machine tool operators 3. Tool and die makers 4. Instrument makers (mechanical) 5. Setup men (machine tools) 6. Lay-out men 7. Millwrights 8. Mechanics 9. Repairmen	

Topic Outline	Teaching-Learning Activities	Learning Resources No./ Pages
B. Characteristics of Work	Discuss: Thirty percent employed in manufacturing industries, 20 percent employed in retail trade, 15 percent employed in shops that specialize in servicing equipment, 35 percent employed in the transportation, construction, and public utilities industries.	
C. Training and other qualifications	Discuss: High school education often required for employment. Vocational and technical school experience helpful in obtaining employment. Many employers consider a formal apprentice training program to be the best way to learn skill mechanical work.	
D. Trends and Outlooks	Discuss: Employment outlooks are good but future applicants will have to meet higher standards of performance.	
VII. Bench Working Occupationa	Relate bench work to assemble	6/52
A. Occupations classified as bench working occupations	Discuss fabricate, assemble, and repair	9/517
B. Characteristics of work	With the use of body members, handtools, and bench machines to fit, grind, carve, mold, paint, sew, assemble, inspect, and repair such objects as jewelry, phonographs, light bulbs, musical instruments, tires, facet wear, pottery, and garments. The work is usually performed at a set position in a mill, plant or shop, at a bench, work table or conveyor.	7/150
C. Training, and other qualifications	Discuss the importance of a high school education to a bench worker. On-the-job training of assembly workers.	9/518
D. Trends and Outlook	Employment is expected to increase slowly through the 1970's creating several thousand job openings annually. Death and retirement alone will account for about 20,000 openings annually.	

Topic Outline	Teaching-Learning Activities	Learning Resources No./ Pages
VIII. Structural Work Occupations	Relate carpenters, painters, plumbers, pipe fitters,	9/597 6/159
A. Occupations classified as structural work.	electricians, bricklayers, truckdrivers, welders, draftsmen, engineers, and surveyors to structural work.	7/183
B. Characteristics of Work	Discuss occupations concerned with fabricating, erecting, installing, painting, paving, repairing, and similarly working structures or structural parts, such as bridges, buildings, roads, motor vehicles, cables, airplane engines, plates and frames.	9/357-413
C. Training, other qualifications	Discuss importance of: 1. High school education 2. Apprenticeship program 3. Informal on the job training 4. Vocational and trade school courses. Other qualifications: Good physical condition and manual dexterity are important assets. A high degree of mechanical aptitude is generally required.	7/183 9/14
D. Trends and Outlook	Employment is expected to increase moderately through the 1970's. Discuss provision of increase	7/183 9/14
IX. Miscellaneous Occupations	Discuss occupations classified as miscellaneous:	
	1. Motor freight occupations and transportation occupations	7/198-213; 398 513; 518
	2. Packaging and materials handling occupations	9/161-169; 415-430;
	3. Occupations in extraction of minerals	499-514; 544; 546;
	4. Occupations in logging	589-590;
	5. Occupations in production and distribution of utilities	689-707; 677; 709-718
	6. Amusement, recreation, and motion picture occupations	
	7. Occupations in graphic art work	

Topic Evaluation Activities:

Content: Each student should be aware of his personal characteristics, his strengths and his weaknesses; the characteristics of different jobs; and relate his characteristics to the different work.

Methods:

A. Each student will take the Kuder General Interest Inventory and/or Sixteen Personality Factor Questionaire and then relate his choices to those made by people who have been successful in various work roles.

B. Each student will conduct interviews with people representing different work roles. Information gained along with research will be used to complete the interview/research form which will be provided.

C. Each student will complete a notebook containing materials developed as a part of this occupational information unit.

LEARNING RESOURCES

Resource No.	Title and Source

Reference and Materials

1. Belman, Harry S. and Shertzer, Bruce. My Career Guidebook. The Bruce Publishing Company, Milwaukee, Wisconsin, 1967.

2. Feingold, S. Norman and Swerdloff, Sal. Occupations and Careers. Webster Division, McGraw-Hill Book Company, New York, N. Y., 1969.

3. Haldeman, Edward G. et. al. Finding Your Orbit. Chronicle Guidance Publications, Inc., Marvia, New York, 1966.

4. Kimbrell, Grady and Vineyard, Ben S. Succeeding In The World of Work. McKnight and McKnight Publishing Company. Bloomington, Illinois, 1970.

5. Science Research Associates, Inc. Occupational Brief - Fishermen. Number 49. Chicago, Illinois, 1964.

6. United States Department of Labor. Dictionary of Occupational Titles. Volume I. U. S. Government Printing Office, Washington, D. C., 1965.

7. United States Department of Labor. Dictionary of Occupational Titles. Volume II. U. S. Government Printing Office, Washington, D. C., 1965.

8. The Institute For Research. Selecting A Career. Research Number 1. Chicago, Illinois, 1965.

9. United States Department of Labor. Occupational Outlook Handbook. Bulletin Number 1650. U. S. Government Printing Office, Washington, D. C., 1970.

Audiovisual Materials

10. Film: "An Introduction to Vocations." Society for Visual Education, Inc., 1345 Diversey Parkway, Chicago, Illinois, 60614.

11. Film: "Career Planning In A Changing World." Popular Science Publishing Company, Inc., Audio-Visual Division, 355 Lexington Avenue, New York, N. Y. 10017.

12. Film: "High School Course Selection and Your Career." Guidance Associates, Harcourt, Brace, and World, Pleasantville, N. Y. 10570.

13. Film: "How to Study Occupations." Popular Science Publishing, Company, Inc., Audio-Visual Division, 355 Lexington Avenue, New York, N. Y. 10017.

14. Film: "Interests Pay Off." Popular Science Publishing, Co. Inc., Audio-Visual Division, 355 Lexington Avenue, New York, N. Y. 10017.

15. Film: "Jobs of the 70's." Guidance Associates, Harcourt, Brace, and World, Pleasantville, N. Y. 10570.

16. Film: "New Career Opportunities." Popular Science Publishing Co. Inc., Audio-Visual, 355 Lexington Avenue, New York, N. Y. 10017.

17. Film: "The World of Work." Society For Visual Education, Inc., 1345 Diversey Parkway, Chicago, Illinois, 60614.

18. Film: "What Are Job Families." Society For Visual Education, Inc., 1345 Diversey Parkway, Chicago, Illinois, 60614.

19. Film: "What Good Is School?" Society For Visual Education, Inc., 1345 Diversey Parkway, Chicago, Illinois, 60614.

20. Film: "What Is A Job?" Society For Visual Education, Inc., 1345 Diversey Parkway, Chicago, Illinois, 60614.

21. Film: "Who Are You?" Society For Visual Education, Inc., 1345 Diversey Parkway, Chicago, Illinois, 60614.

Transparencies

1. Purpose of Career Guidance Program
2. Courses of Study At Russellville High School
3. Alternatives Following Graduation from high school
4. Self-study (Learn More About Yourself)
5. Interest and Ability
6. Factors to consider when judging your interests
7. Job Groupings - Interest Areas
8. Kinds of Abilities
9. Aptitudes
10. Personal Traits
11. Interest, Ability and Desirable Personal Traits
12. All Jobs Are Important.
13. Key Words - World of Work
14. Ideas, People, Things,

15. Where to Seek Information about World of Work
16. Occupational Categories
17. Employment in Major Occupational Groups
18. Clerical
19. Sales Occupations
20. Service Occupations
21. Occupations - Desirable and Less Desirable Features (examples)
22. Vocational Exploration

INTEGRATED OCCUPATIONAL INFORMATION FOR - 9TH GRADE

OCCUPATIONAL INFORMATION UNIT OUTLINE
FOR
VOCATIONAL EDUCATION EXEMPLARY PROGRAM

Russellville City Schools
Russellville, Alabama 35653

Instructional Unit: Basic Occupational Information (Ninth Grade)

Estimated Time: Thirty-six weeks

Instructor: Mr. Orie T. Vaughn

Instructional Goals:

1. To introduce students to the world of work.
2. To understand personal characteristics and how they relate to certain occupations.
3. To extend the occupational horizon.

Instructional Objectives:

1. Students should recognize their interests, abilities, and personality strengths and weaknesses.
2. Students should understand the classification of the world of work and some of the requirements of each major classification.
3. Students should think effectively about their future.

Topic Outline	Teaching-Learning Activities	Learning Resources No./ Pages
Introduction	Show filmstrips 1. The World of Work 2. An Introduction to Vocations Question and discuss filmstrips	
I. Characteristics, Interests, Aptitudes, and Abilities to Occupations.	Discuss individual differences of abilities, aptitudes, interests, and personality traits.	2/12
1. Personal characteristics their relationship to occupational opportunity.	Relate different personal traits to different occupations.	
A. Necessity for making self-appraisal.	Define: Interest, aptitude, skill, and ability.	2/13
B. Understanding terms	See transparency number 5	
2. Personality, its importance in certain occupations.	Question and discuss filmstrip Define personality	1/29
A. Personal Traits	Relate each personal trait to school work and illustrate its use. Analyse transparency number 11	
B. Analyse your personality	Write personality rating scale analyse and discuss strengths and weaknesses.	Form I
C. How to improve your personality	Outline a plan for overcoming personality weaknesses.	3/466
3. Different kinds of abilities, how measured, and occupations which depend on them.	Explain having much or little ability or having different abilities.	1/103
A. Kinds of abilities	Define each kind of ability and give an example of its use in a vocational family. Question and discuss transparency number 8.	2/13 1/84-85
B. Measuring Abilities	Discuss each of the following and give their importance: 1. School records 2. Out of school records 3. Special tests a. Intelligence b. Interest inventories c. Personality inventories	1/23

SCHOOL GRADES FORM II

Subjects	Grade 7		Grade 8		Grade 9	
	1st	2nd	1st	2nd	1st	2nd
English						
Mathematics						
Science						
Civics						
Physical Ed.						
Others						
Days Absent						
Times Tardy						

Form IV

Fields	Academic	Mechanical	Physical	Clerical	Artistic	Musical	Social
Clerical							
Persuasive							
Scientific							
Artistic							
Mechanical							
Literary							
Personal Service							
Agricultural							
Social Service							
Athletic							

1.	Determining Your Ability	Inter school grades on form No. II List extra-curricular activities and interests. List job experiences List California Achievement Test scores List G.A.T.B. Ratings List results of interest inventory or interest rating scale. List results of personality inventory or personality rating scale Discuss transparency No. 4	1/119 125
	C. Dependency of occupations upon ability	Discuss the relationship of abilities to fields of work. Check the essential abilities required by the fields of work on form No. IV.	1/100 1006
4.	Interests, and occupations making use of various types of interests.	Discuss the relationship of interest to ability Rate self on the degree of interests on the self rating scale - Form 5. Complete form No. III and analyse interest and ability to see if they are going hand in hand. Transparency No. 5	1/113-114
5.	Inventory characteristics, interests, aptitude, and abilities.	Transfer all personal data to form No. VI. Analyse this data in order to see self more objectively.	
II.	Exploring manual and mechanical occupations including occupations in Agriculture, fishery, forestry, trade, and industry	Discuss each of the following categories and the occupations with which they are concerned: 4. Farming, Fishery, Forestry, and related occupations. 5. Processing occupations 6. Machine trades occupation 7. Bench work occupations 8. Structural work occupations	

PERSONAL CHARACTERISTICS FORM VI

School Grades

English	Math	Science	Social Studies	Physical Education	Others

Extra-Curricular Activities	Job Experiences

Academic Rating

Total Grade Point	Possible Grade Point	Class Rank
_____	3.00	Upper_____ Lower Middle_____ Upper Middle_____ Lower_____

Place number of area. AREAS OF INTEREST

Very Low	Low	Average	High	Very High

SCORE ON PERSONALITY RATING SCALE

Appearance		Self-Confidence		Dependability	
Agreeableness		Temperament		Loyalty	
Manners		Expression			
Interests		Capability			

ACHIEVEMENT TEST SCORES

Science	Math	Social Studies	Reading	Writing

Place Letters in Spaces GATB Test Results

Low	Low Average	Average	High Average	High

SELF-RATING SCALE FOR IDENTIFICATION OF INTERESTS

Form V

Areas of Interest (With a few examples)	Very Low	Low	Average	High	Very High
1. Mechanical (Electrician carpenter, mason, tinsmith, machinist, plumber)					
2. Clerical (Typist, File Clerk Express agent, Post office worker, bookkeeper, ticket agent)					
3. Computational (accountant, contractor, surveyor, analyst, auditor, statistician)					
4. Managerial (supervisor, foreman, executive)					
5. Linguistic (author, editor, teacher)					
6. Scientific (doctor, biologist, chemist, botanist)					
7. Farming (grain farmer, dairyman, forestry)					
8. Physical activity (sports director, coach)					
9. Manipulative-Dexterous (builder, mechanic, typesetter)					
10. Musical (pianist, violinist, singer, composer)					
11. Artistic (painter, advertiser, cartoonist, florist, architect)					
12. Persuasive (salesman, attorney, supervisor, politician, storemanager)					
13. Social Service (teacher, county agent, minister, counselor)					

SELF RATING OF MY INTERESTS AND SKILLS

FORM III

Fields, and types of Jobs	MY INTERESTS Low	Medium	High	MY SKILLS Low	Medium	High
1. Clerical - Typist, clerk bookkeeper						
2. Persuasive - Salesman, Politician, Foreman						
3. Scientific - Technician, biologist, pharmacist						
4. Artistic - Musical, actor, designer, violinist						
5. Mechanical - Construction work, machine operator						
6. Literary - Author, reporter, copywriter						
7. Personal Service - butler, beautician, barber						
8. Agricultural - grain farmer, dairyman, forester						
9. Social Service - minister, teacher, nurse						
10. Athletic - Professional athlete, playground director, coach						

COMMENTS

A. Skilled and other manual occupations	Discuss: 1. Number of workers 2. Occupations classified as skilled and other manual occupations 3. Characteristics of work 4. Educational and training opportunities. 5. Trends and outlook	4/347
B. Skilled workers	Discuss: 1. Two bissed occupational groups - chart 23 2. Occupations classified as skilled occupations - see chart 24. 3. Characteristics of work 4. Tranining, other qualifications 5. Trends and outlook	4/348-349
C. Semiskilled work	Discuss: 1. Number of workers 2. Occupations classified as semiskilled occupations, chart-25 3. Characteristics of work 4. Tranining, other qualifications 5. Trends and outlook	4/350-351
D. Unskilled Workers	Discuss: 1. Number of workers 2. Characteristics of work 3. Training and other qualifications 4. Trends and outlook	4/351
E. Foreman	Discuss: 1. Characteristics of work 2. Number of workers 3. Training, other qualifications 4. Employment outlook 5. Earning and working conditions	4/353-355
F. Building Trades	Discuss: 1. Occupations classified as building trade occupations - see chart - 26 2. Number of workers 3. Number of skilled building trades	

	4. Where workers are employed 5. Training, Other qualifications 6. Employment Outlook 7. Earnings and working conditions 8. Select a building trade occupation and list the following information: a. number of workers b. characteristics of work c. Training, other qualifications d. Employment trends outlook e. Earnings and working conditions	4/357-410
G. Driving Occupations	Discuss: 1. Occupations classified as driving occupations. 2. Number of workers-see chart 27 3. Characteristics of work 4. Employment outlook 5. Training, other qualifications	4/415-432
H. Machining Occupations	Discuss: 1. Occupations classified as machining occupations - Visit machine shop 2. Number of workers 3. Characteristics of work 4. Training, other qualifications 5. Employment outlook	4/432
I. Mechanics and Reparimen	Discuss: 1. Occupations classified as mechanics and reparimen occupations - see chart 28 2. Number of workers 3. Characteristics of work 4. Training and other qualifications 5. Employment outlook 6. Visit mechanics and reparimen shop	4/447
J. Printing (Graphic Arts) Occupations	Discuss: 1. Occupations classified as printing occupations. 2. Characteristics of work 3. Number of workers 4. Training, other qualifications 5. Employment outlook 6. Earnings and working conditions 7. Visit a printing shop	3/449

K. Some other manual occupations	Discuss: 1. Occupations classified as other manual occupations 2. Visit places of other manual occupations 3. Complete occupational guide on some of the other manual occupations of interest to students.	4/517-565 Form 7
L. Exploring interests and aptitudes for this kind of work; using occupational study guide, exploring work and trying to develop skills, reappreising interests and aptitudes.	1. Analyze occupational guide and relate it to your interests and abilities 2. Explore occupational fields which go hand in hand in interests and aptitudes	Form 7
III. Exploring clerical, sales, and service occupations.		
A. Clerical Occupations	1. Discuss and question chart 20 2. Occupations classified as clerical occupations 3. Characteristics of work 4. Visit and interview clerical workers 5. Trends and outlooks 6. Training, other qualifications	4/271-273
B. Sales occupations	Discuss: 1. Occupations classified as sales occupations 2. Discuss and question chart 21 3. Characteristics of work 4. Training, other qualifications 5. Trends and outlooks 6. Visit sales occupation of businesses and interview workers	4/295-318
C. Service Occupations	1. Discuss and question chart 23 2. Occupations classified as sales occupations 3. Characteristics of work 4. Training and other qualifications 5. Trends and outlooks 6. Interview service workers	4/319-346

OCCUPATIONAL STUDY GUIDE FORM 7

Name _____ Occupational Title _____

I. Characteristics of Work _____

II. Personal Requirements _____

III. Working Conditions _____

IV. Educational and Training Opportunity _____

V. Methods of Entry _____

VI. Trends and Outlook _____

VII. Related Occupations

_____ _____

_____ _____

_____ _____

IV. Exploring professional, Technical, and Managerial occupations	Discuss: 1. Occupational fields classified as professional, technical, and managerial occupations 2. Two major types of professional occupations 3. Question and discuss charts 13-14 and 15-16. 4. Common characteristics of work 5. Training and other qualifications 6. Trends and outlooks	5/33 4/23-26
A. Managerial Occupations	Discuss: 1. Occupations classified as managerial 2. Number of workers 3. Characteristics of work 4. Training and other qualifications 5. Employment outlook 6. Place of employment 7. Visit and interview manager	4/263-270
B. Evaluating personal interest in professional, technical, or managerial work as a career.	1. Write occupational study guide Form 7 of selected occupations 2. Analyze study guide and relate it to interests and aptitudes 3. Explore occupational fields which go hand in hand with interests and aptitudes of Form 3.	4/23-260

Topic Evaluation Activities:

Content: Students should understand how to make a realistic self-appraisel of their personal characteristics and understand how to relate different personal traits to different occupational fields.

Methods and Standards:

A. Students will perform at a 80 percent minimum level on a departmental constructed checklist to be checked by counselors during individual oral discussion.

and/or

B. Students will perform at a 80 percent minimum level on a departmental constructed examination.

LEARNING RESOURCES

Resource No. Title and Source

References and Materials

1. National Forum Foundation, Planning My Future, American Guidance Service, Circle Pines, Minnesota, 1968.

2. Fiengold, S. Norman and Swendloff, Sal, Occupations and Career, Webster Division, McGraw Hill Book Company, New York, N.Y., 1969.

3. Chapman, Paul W., Occupational Guidance, Turner E. Smith & Company, Atlanta, Ga., 1957.

4. United States Department of Labor, Occupational Outlook Handbook, Bulletin Number 1650. United States Government Printing Office, Washington, D. C., 1970.

5. United States Department of Labor, Dictionary of Occupational Titles, Volume II, United States Government Printing Office, Washington, D. C., 1965.

BASIC VOCATIONAL EDUCATION

Units	Ninth Grade	Planned Days
I.	Orientation & General Information	20
	A. Introduction to course	
	1. Purpose of the course	
	2. Dues, forms, etc.	
	3. Setting up notebooks	
	4. Others	
	B. Supervised practice program	
	1. Discussion of the program	
	2. Keeping records; setting individual goals	
	3. Others	
	C. FFA	
	1. Organization	
	2. Leadership	
	3. Contest and awards	
II.	Shop Management and Safety	5
	1. Housekeeping in Shop	
	2. Student behavior	
	3. Safety devices	
	4. Shop arrangement	
	5. Others	
III.	Introduction to Sketching, Drafting, and Planning	10
	1. Drafting equipment	
	2. Free hand drawing	
	3. Reading scales	
	4. Draw plan for shop project	
	5. Visit drafting department	
	6. Others	
IV.	Introduction to Woodworking	27
	1. Identification and use of hand tools	
	2. Identification and safe use of power tools	
	3. Each student build a tool box	
	4. Each student build a woodworking project to use as a Christmas gift.	
	5. Finish projects	
V.	Introduction to Mechanics	10
	A. Study theory of operation	
	1. Compression	
	2. Carburetion	
	3. Ignition	

B. Demonstrate the disassembly and assembly of a small engine

1. Service for winter
2. Sharpen Blades
3. Make minor adjustments

C. Visit Auto Mechanics shop

VI. Introduction to Agribusiness 5

1. Classroom discussion
2. Films
3. Field trip to local agribusiness firm

Christmas Holidays

VII. Supervised practice program and FFA 3

1. Fill in record books
2. Discuss public speaking contest
3. Discuss other contest

VIII. Introduction to the construction industry 5

1. Films
2. Field trip to local supply dealer or construction site
3. Figure a bill of materials

IX. Midterm exams 4

1. Review for exams
2. Give exams
3. Exams

X. FFA 3

1. Continue planning for public speaking and other contest

IX. Introduction to Agricultural production

A. Classroom discussion

1. Possibilities in farming
2. Types of farms
3. Investments in farming
4. Films
5. Field trip to local farm

XII. Introduction to the electrical industry 10

1. Basic theory
2. Simple connections
   a. plug
   b. light receptacle
   c. common failures
3. Use of demonstration borads
4. Visit electrical department in Vocational building
5. Others

XIII. Supervised practice program and FFA 5

1. Final decision on project prograg
2. Selection of contest members
3. Discussion of contest
4. Others

IVX. Introduction to Ornamental Horticulture 5

1. Discuss basic landscaping
2. Make some hardwood and softwood cuttings
3. Field trip to Russellville Florist

VX. Introduction to agricultural professions 5

1. Classroom discussion in Professional Agriculterist

VXI. Introduction to Metal Works 5

1. Operate an electric souldering copper
2. Bending and fastening sheet metal
3. Build a small sheet metal project

VXII. Introduction to Arc Welding 5

1. Discuss Basic Procedure
2. How to strike an arc
3. How to run a bead
4. Visit welding department

VXIII. Introduction to forestry 5

1. Show films on forestry
2. Identify trees in the school area
3. Demonstrate how to plant seedlings
4. Discuss forest occupations

XIX. Introduction to Agricultural Resources 5

1. Classroom discussion on occupations in agricultural resources
2. Show film on agricultural resources
3. Others

XX. Introduction to the trowel trades 10

1. Identification of common tools
2. Figuring problems on concrete needed
3. Discuss construction of forms
4. Discuss mixing, pouring, and finishing concrete
5. Pour a ditch or walk
6. Others

XXI. Introduction to plumbing 5

1. Identify common tools
2. Cut off, thread, and ream a pipe
3. Attach pipes together
4. Repair a leaky faucet

XXII. Career Guidance 10

1. Personal traits necessary for success
2. Points to consider in selecting an occupation
3. Use guidance filmstrips
4. Others

XXIII. Exams and graduation 6

1. Exams
2. No class on Thursday
3. Friday Graduation
4. Saturday pick up report cards

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OCCUPATIONAL INFORMATION UNITS FOR - 10TH GRADE

OCCUPATIONAL INFORMATION UNIT
FOR
VOCATIONAL EDUCATION EXEMPLARY PROGRAM

Russellville City Schools
Russellville, Alabama 35653

Instructional Unit: Drafting Instructor: Mr. Howard Daniel

Estimated Time: Six weeks

Instructional Goals:

1. To introduce students to the occupation of drafting.
2. To inform students about the various types of drafting.
3. To inform students of the occupational opportunities.
4. To inform students of the qualifications and preparations necessary for entrance into the occupation.
5. To give students insight into earnings and conditions of work.
6. To inform students of supplementary information available.

Instructional Objectives:

1. Students should be acquainted with the importance of the occupation.
2. Students should have a understanding of task performed by different titles of draftsmen.
3. Students should become acquainted with trends in jobs.
4. Students should have a thorough knowledge of qualifications of a draftsmen.
5. Students should have a understanding of preparation necessary to become a draftsmen.
6. Student should be able to identify and discuss the various methods of entering the field of drafting.
7. Student should become aware of time required to develop skill.

8. Student should have knowledge of advancements in drafting.

9. Students should have a basic knowledge of the earnings and benefits in drafting.

10. Students should be acquainted with the actual working conditions.

11. Students should be able to list places of employment and types of jobs.

12. Students should be able to list many trades and professional journals, etc.

Topic Outline	Teaching-Learning Activities	Learning Resources No./ Pages
I. Importance of the Occupation and its relation to other occupational groups	Explain the relationship of draftsman to the engineer, also his relationship to the production man.	1/436-437 2/211-212 3/1 4/1 5/1
II. Duties		
A. Divisions of the work	Discuss the different titles of work.	1/436-437 2/212 4/2 5/1-2
B. Specific tasks performed by worker	Explain the work of the different titles of worker.	1/436 2/211-212 3/2
C. Other occupations with which this work may be combined.	List and explain the many job relationships.	2/211
D. Tools, machines, and materials used in the performance of the work	List and explain the use of equipment. Demonstrate the use of many prices of equipment.	1/436 3/1-2 5/19
III. Trends and Outlook		
A. Increase or decrease in number of workers	Discuss the increase of workers needed in the future. Discuss the need locally and nationally.	1/438 2/212-213 3/3-4 5/1
B. Increase or decrease in number of workers in relation to population and other occupations	Discuss the increase of population and increase in manufacturing.	2/212 3/3-4
C. Oversupply or undersupply of workers		
1. Reason	Explain the undersupply of draftsman nationwide due to expansion in industry.	1/438 2/212 3/3-4
2. Centers of this maldistribution	Discuss the needs of draftsmen in the heavy industrial area.	

Topic Outline	Teaching-Learning Activities	Learning Resources No./ Pages
D. Trends affecting large numbers of workers		
1. Short-term fluctuation	Discuss the short-term fluctuation of jobs in terms of specific industrial demands.	2/212 3/3-4
2/ Long-term trends	Discuss the long-term trends in relationship to the jobs.	
3. Annual number needed to replace those dropping out	Give information on number ne: needed for all types of replacements.	
IV. Qualifications		
A. Special physical, mental, social, and personal qualifications.	Discuss the physical health, and the mental abilities of persons taking traing. The social aspect of being a draftsman. List many personal characteristics of a draftsman.	1/437 3/2
B. Special skills essential to performance on the job	Discuss the ability necessary to visualise objects in three dimensions; also, the ability to co-ordinate eye-hand-finger movements quickly and with great accuracy.	1/437 3/2 5/2
C. Special tools or equipment	List and explain the numerous equipment used in drafting	1/436 2/211-212 3/1-2 5/19
D. Legislation affecting occupation	Discuss the lack of legislation in the occupation. Discuss the advantages and disadvantages in legislation.	1/437
V. Preparation		
A. General Education		1/437
1. Necessary for successful performance of duties	Discuss the basic education draftsmen need to perform duties successful.	3/2 4/6 5/2

Topic Outline	Teaching-Learning Activities	Learning Resources No./ Pages
2. Desirable for successful performance of duties a. amount b. special course of value	Discuss subject matter desirable.	
B. Special training, including probable cost of training	Discuss the high school training and apprenticeship training.	1/437 2/212 3/2
1. Necessary, the minimum special training for successful performance of duties	Discuss the post-high school trade schools.	4/6-9
2. Desirable	Explain the need for Math and physical science courses.	
3. Special course of value	List and explain additional training which will help in advancement.	
4. Additional training recommended for advancement		
C. Experience		
1. Minimum necessary	List minimum experience required for specific job titles.	1/437 2/212
2. Related experience	Discuss related experience in relationship to job titles.	3/2-3
3. Experience desirable for entrance	Discuss the advantages of experience for entrance into drafting.	5/2-3
VI. Methods of Entering		
A. Public employment service	Discuss the state employment service. Tell the location of such agencies, etc.	3/3
B. Special employment agencies	Discuss the private employment agencies.	3/3
C. Civil Service Examination	Discuss the Civil Service examination and give information concerning Civil Service jobs.	1/438 3/3

Topic Outline	Teaching-Learning Activities	Learning Resources No./Pages
D. Apprenticeship	Discuss the apprenticeship program related to drafting. List places locally which use such methods.	1/438 2/212
VII. Time required to attain skill A. Special apprenticeship or union regulations	Discuss the time usually required in apprenticeship programs. Explain draftsman's relationship with the union.	1/437 2/212 3/2-3 5/3
B. Length of period of instruction on the job	Give examples of time requirements on the job by different industries.	2/212 3/2
C. Length of time before median and maximum rates of pay are reached	Give information on salary ranges and when one may expect to reach median and maximum rates.	1/438-439 2/213 3/3
VIII. Advancement A. Line of promotion; jobs from which and to which workers may be promoted	Discuss the different drafting promotions. List the different titles explaining the differences between each.	1/438 3/3
B. Opportunity for advancement 1. Difficulties or certainties of promotion	Explain the promotion possibilities by comparing large companies with small companies.	1/438 3/3
2. Factors determining promotion	Give available information on factors effecting promotions. List some factors and explain.	
3. Evidence, if any, of ratio between those in higher jobs and jobs described	Break down the number of workers in different classifications.	
IX. Related Occupations A. Occupations to which jobs may lead	Discuss the possibilities of going into types of engineering.	1/438 3/3

Topic Outline	Teaching-Learning Activities	Learning Resources No./ Pages
B. Occupations from which one may transfer	Discuss occupations which one may transfer to drafting with a minimum of training.	
X. Earnings		
A. Beginning wage range	Discuss the beginning salary nationally and locally where information exist.	1/438-439 2/213
B. Wage range in which largest number of workers is found	Give information on wages of the largest number of workers.	3/3
C. Maximum wage received by most highly skilled	Give information on maximum wage received by most highly skilled.	3/3
D. Median and average salary, if available, and differences for sex and age groups	Give information on median and average salaries; also, give information on ratio of male and female in occupation and average of age, etc.	1/438-439 2/213
E. Benefits		
1. Pensions	Discuss the pension benefits of large companies compared to the small companies.	6/188-186
2. Federal Old Age security	Explain the working of social security in detail.	
3. State unemployment Insurance	Explain the state unemployment insurance.	
4. Other	Explain the ratioship of each of these to the other.	
XI. Conditions of work		
A. Hours	Discuss the 40-hour work week. Explain overtime and extra work.	1/439
B. Regularity of employment	Discuss the usual regularity of work, 5 days per week, 52 weeks per year.	1/439

Topic Outline	Teaching-Learning Activities	Learning Resources No./ Pages
C. Health and Accident Hazards	Discuss the working conditions in relationship to the workers health and safety.	
XII. Organizations		
A. Employees	Discuss the membership of certain organizations.	1/439 6/13-20
B. Employers	Discuss how employers may be involved in unions and other organizations.	6/13-20
XIII. Typical places of Employment and disadvantages not otherwise enumerated	List places of employment and give percentage of workers for each place. Explain advantages and disadvantages of as many as possible.	2/212 3/2
XIV. Supplementary Information		
A. Suggested Readings: books, pamphlets, and articles	Give students a list of suggested readings; including books, pamphlets, and articles written by people in that trade.	3/4 5/16
B. Trade and Professional Journals	Give students a list of trades and professional journals.	3/4 5/16
C. Motion pictures, filmstrips, and other visual aids	Make a list of visual materials available and use where applicable.	5/17
D. Other sources of information, such as state and Federal Government departments, reports United States Census, State Employment Services, United States Employment Service, Bureau of Labor Statistics, etc.	Compile information for students from all the different Federal, State, and Local surveys; Keeping them up to date.	3/4
E. List of associations, firms, or individuals who may provide further information	Give student a list of firms and individuals who may provide further information nationally and locally.	1/439 2/213

Topic Evaluation Activities:

Content: Students should be able to discuss the importance of drafting or an occupation. They should also be able to explain the different duties of a draftsman. Their knowledge of job opportunities, qualifications, and preparation in the field of drafting should be increased.

Students should be able to explain the methods of entering employment; the time required to attain skill; and the training necessary for advancement.

Methods and standards:

A. Students will perform at a 80 percent minimum level on a departmental constructed checklist to be checked by teacher during individual oral discussion.

and/or

B. Students will perform at a 70 percent minimum level on a departmental constructed exam.

LEARNING RESOURCES

Resource No.	Title and Source

References and Materials

1. Careers and Occupations - Hopke, William E., Doubleday and Company, Inc., Garden City, New York, 1967, Volume II.

2. Occupational Outlook Handbook. Number 1650. U. S. Department of Labor, Bureau of Labor Statistics, 1970-71.

3. "Draftsmen." Occupational Briefs. America's Major Job Fields. Number 33. Science Research Associates, Inc., 1964.

4. "Occupational Information and Training Requirements in the Field of Drafting." Series No. 1, U. S. Department of Health, Education, and Welfare Office of Education. November, 1963.

5. Draftsman Entry. A Suggested Guide For A Training Course. U. S. Department of Health, Education, and Welfare Office of Education. U. S. Printing Office, Washington, 1968.

6. The Worker In Modern Society, Curriculum Laboratory. Department of Vocational-Technical Education. Graduate School of Education. Rutgers University. Fourth Edition, December, 1970.

OCCUPATIONAL INFORMATION UNIT OUTLINE
FOR
VOCATIONAL EDUCATION EXEMPLARY PROGRAM

Russellville City Schools
Russellville, Alabama 35653

Instructional Unit: Vocational Agriculture

Estimated Time: Six weeks

Instructor: Mr. W. C. Parmer

Instructional Goals:

1. To introduce students to the field of Agriculture.
2. To help students understand the job opportunities in the broad field of Agriculture.

Instructional Objectives:

1. Students should understand the importance of Agriculture in America.
2. Students should identify the differences in production and off-farm Agriculture.
3. Students should identify job opportunities in production Agriculture.
4. Students should identify job opportunities in off-farm Agriculture.

Topic Outline	Teaching-Learning Activities	Learning Resources No./Pages
I. Importance of Agriculture	Discuss how all people depend on Agriculture. The number of people employed in production and off-farm agriculture and the way this affects the nation. See films.	2/623 3/1-26 4/11-30 Films: 2,3,4,5,6,7, 16
II. Duties III. Trends and Outlook IV. Qualifications V. Preparation VI.. Methods of Entering VII. Time Required to Attain Skills VIII. Advancement IX. Related Occupations X. Earnings XI. Conditions of Work XII. Organizations XIII. Typical Places of Employment and Disadvantages not otherwise Enumerated XIV. Supplementary Information	Each of the topics in the topic outline II through XIV will be discussed on each of the types of production and off farm agriculture areas listed below.	
A. Production Agriculture	Show films of general interest to production agriculture (these refer to page two of this outline)	Films: 8,10,11
1. Dairy Farming	Discuss II through XIV Show film	2/625-626 1/65-66 Film 9
2. Livestock farming	Discuss II through XIV	2/626-627 1/69-73

	Topic Outline	Teaching-Learning Activities	Learning Resources No./ Pages
3.	Poultry farming	Discuss II through XIV	2/627 1/72
4.	Small Grain Farming	Discuss II through XIV	2/627 1/68-69
5.	Cotton, Tobacco and Peanut farming	Discuss II through XIV	2/627-628 1/64 and 74
6.	Special Crop Farming	Discuss II through XIV	2/628 1/61,64,66,67
7.	Tree Farming	Discuss II through XIV	Film 12 Film 15
8.	Outdoor Recreation Farming	Discuss II through XIV	2/628 1/276-279
9.	Paid farm employer	Discuss II through XIV	1/77-106
B.	Off-Farm Agriculture	Show films of general interest to off-farm agriculture.	Film/1 and 5
1.	Agricultural Suppliers	Discuss II through XIV	1/135-157
2.	Agricultural Mechanics	Discuss II through XIV	1/158-180
3.	Agricultural Products	Discuss II through XIV Show Film	1/181-242 Film 13
4.	Ornamental Horticulture	Discuss II through XIV	1/243-262
5.	Agricultural Resources	Discuss II through XIV	1/263-306
6.	Forestry	Discuss II through XIV Show Film	1-283-306 Film 14
7.	Professional Agriculture	Discuss II through XIV	1/307-322 2/629-634

TOPIC EVALUATION ACTIVITIES

Content: Students should be able to discuss the difference in production and off-farm agriculture, the different type of production agriculture, and the different type of jobs in off-farm agriculture.

Methods and Standards:

a. Student will perform at a 70 per cent minimum level on individual oral discussion checked by teacher.

and/or

b. Student will perform at a 70 per cent minimum level on a departmental constructed exam.

LEARNING RESOURCES

Resource No.	Title and Source

References and Materials

1. Hoover, M.K. Handbook of Agricultural Occupations. The Interstate Printers and Publishers, Inc., Danville, Illinois 61832, 1969.

2. Occupational Outlook Handbook. Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402

3. Krebs, A.H., Agriculture in Our Lives, The Interstate Printers and Publishers, Inc., Danville, Illinois, 1965.

4. Wayant, J.T., Hoover, M.K., McClay, D.R. An Introduction To Agricultural Business and Industry. The Interstate Printers and Publishers, Inc., Danville, Illinois 61832, 1966.

Audio-Visual Materials

5. Films: "A Step Ahead." 12½ minutes.

6. Film: "Farming's Fabulous Future." Mail Station 310, New Holland Division of Sperry Rand Corp., New Holland, Pennsylvania 17557, 16½ minutes.

7. Careers in Agriculture, 13½ minutes, Coronet Films, 65 East South Water Stree, Chicago, Illinois 60601.

8. Film: Opportunity Land, 16½ minutes, John Deere Film Library, 201 South Jefferson, St. Louis, Missouri 63103.

9. Film: "The Most Important Business In The World." The Jam Handy Organization, 2821 East Grand Boulevard, Detroit, Michigan 48211.

10. Film: "The Agriculture Story," Visual Editor, Extension Service, Auburn University, Auburn, Alabama 36830.

11. Film: "U.S.A. Agriculture." Visual Editor, Extension Service, Auburn, Alabama 36830.

12. Film: "Dynamic Careers Through Agriculture." Visual Editor, Extension Service, Auburn University, Auburn, Alabama 36830.

13. Film: "This Is The Dairy Industry." Visual Editor, Extension Service, Auburn University, Auburn, Alabama 36830.

14. Film: "Providers of Plenty." Visual Editor, Extension Service, Auburn University, Auburn, Alabama 36830.

15. Film: "Credit Where Credit Is Due." Visual Editor, Extension Service, Auburn University, Auburn, Alabama 36830.

16. It's A Tree Country." Visual Editor, Extension Service, Auburn University, Auburn, Alabama 36830.

17. Miracles From Agriculture, Visual Editor, Extension Service, Auburn University, Auburn, Alabama 36830.

18. Film: "The Paper Forest," Visual Editor, Extension Service, Auburn University, Auburn, Alabama 36830.

19. Film: "Sound of America." Visual Editor, Extension Service, Auburn University, Auburn, Alabama 36830.

20. Film: "Vocations In Agriculture." Visual Editor, Extension Service, Auburn University, Auburn, Alabama 36830.

OCCUPATIONAL INFORMATION UNIT OUTLINE FOR VOCATIONAL EDUCATION EXEMPLARY PROGRAM

Russellville City Schools
Russellville, Alabama 35653

Occupational Unit: Distributive Education

Instructor: Mr. John Blackwell

Estimated Time: Six Weeks

Instructional Goals:

1. To familiarize students with the different occupations in Distribution.
2. To introduce the occupational Outlook Handbook and other reference materials to students.
3. To give a contrasting view of distributive occupations with other types of occupations.

Instructional Objectives:

1. As a result of studying this course, students will be able to identify and locate a particular occupation in the occupational outlook handbook on their own.
2. Students will become familiar with average salary of workers in Distribution.
3. Students will become familiar with future outlook in occupations of their interest.
4. Students will become familiar with qualifications and possible places of employment in their particular field of interest.

Topic Outline	Teaching-Learning Activities	Learning Resources No./ Pages
A. Importance of distributive occupations and relation to other occupations	Have students name as many distributive occupations as they can. Write on board when they name one that is not distributive. List in another colum and later explain why not. Answer question, Why have list?	1/4-33 2/10-295 3/chapter 1 and 2
B. Duties	Explain wide range of duties and name some specific duties in sales and sales supporting activities. Use of cash register, etc.	2/295 3/1-18
C. Trends and Outlook	4½ million workers in 1968. 3/5 in retail. 275,000 workers needed each year. Explain why. Retirement, other jobs, growing population, large cities.	1/4-12 2/295-296 4/43-53
D. Qualifications and Preparation	Vary greatly-"Routine" clerk needs very little formal training. Some sales jobs require college degree. Examples: Selling Drugs, Engineering equipment, Electronic Equipment, Computers, etc. Some distributive jobs require the meeting and talking to people, poise and confidence. (Others require you only to work in a stock room or office. You can prepare yourself for good jobs in distribution in several kinds of schools, adult night classes, University Extension Evening Classes, other special type courses and classes. Have students name some.	1/40-53 2/295 Chapter 1 and 2 3/538-552 4/43-53
E. Methods of Entering	On-the-job training Cooperative program in high school College degree in business, marketing, retailing.	

Topic Outline	Teaching-Learning Activities	Learning Resources No./ Pages
	Entering company sales training program. Other special schools or programs.	1/40-53 2/295-318 3/2-15
F. Time required to attain skill	Depending on specific jobs. How advanced, which company, what product. Name some jobs, get students to name some and how much time they think is required for that job.	1/40-53 2/295-318 4/43-53
G. Advancement	Size of company, your education, age, experience, location of business. How business is owned and operated--corporation, family? Get students to name what they think about this and let them name some businesses and what lines of promotion they think they have.	1/40-53 2/295-318 3/2-15 4/43-53
H. Related Occupations	Make list of distributive jobs on board and let students make similiar list of related occupations.	1/136-172 220/270 280-293
I. Earnings	Depends upon job, minimum wage, business or not, union or not, experience, ability, commisions. $40 or $50 per week up to $50,000-$100,000 per year. Social security? Unemployment insurance? Get local director to come and explain.	1/40-53 2/295-318 3/2-15
J. Condition of Work	Inside or outside How many hours In store, type clothes required, traveling, vacations, insurance, bonuses, chance for advancement, hospital plan, safety situation. Get student to have some, maybe they have or know of personal or actual situations.	1/40-53 2/295-318 3/2-15 4/43-53

Topic Evaluation Activities:

Content: This unit is designed to bring the student in contact with occupational areas and specific jobs in distribution. Students will be encouraged to participate in group discussions.

Methods and Standards:

A. Students will be required to conduct certain surveys in regard to distributive opportunities in this immediate geographical area.

B. Student's performance level will be determined as to how this assigned task is carried out. No departmental structural exam will be administered.

LEARNING RESOURCES

Resource No. Title and Source

References and Materials

1. Your job in distribution, Beaumont, Langan, Gregg Division, McGraw-Hill, St. Louis.

2. Occupational Outlook Handbook, U. S. Department of Labor, Bureau of Labor Statistics.

3. Fundamentals of Selling, Wingate and Nolan, Eighth Edition, South-Western, Cincinnatti.

4. Alabama Job Guide for young workers, Research and Statistics Division, Alabama Department of Industrial Relations.

OCCUPATIONAL INFORMATION UNIT
FOR
VOCATIONAL EDUCATION EXEMPLARY PROGRAM

Russellville City Schools
Russellville, Alabama 35653

Instructional Unit: Employment in Auto Mechanics

Instructor: Mr. Buryl Smith Estimated Time: six weeks

Instructional Goals:

1. To introduce students to the automobile mechanics trade.
2. To help students understand the need and importance of automobile mechanics.

Instructional Objectives:

1. Students should learn the different type jobs in auto mechanics.
2. Students should know the qualifications and experience needed to enter this occupation.
3. Students should know the different types of jobs and skills in this occuaption.
4. Students should know how to apply for and get a job in automobile mechanics.
5. Students should know the advantages and disadvantages of this occupation.

Topic Outline	Teaching-Learning Activities	Learning Resources No./ Pages
I. Importance of the occupation and it's relationship to other occupational groups	Discuss the growing population of automobiles. How many vehicles are on the road today? How many five years from now? Discuss the number of jobs the automobile industry creates each year compared to other industries. Students read want ads in newspaper and compare jobs in the automotive field with other fields.	3/10
II. Duties		
A. Divisions of work	Discuss the different divisions of work that auto mechanics knowledge is required.	3/10 2/457
B. Specific task performed by the auto mechanic	Discuss all the tasks performed by the auto mechanic and speciality mechanic.	3/10 1/449
C. Other occupations with which this work may be combined	Students do research work and list these occupations.	3/11
D. Tools, machines, and other materials used in the performance of the work	List tools needed by the mechanic. Name and discuss the use of special tools. What machine and equipment is used by the mechanic. Use shop to explain and discuss machines and tools.	
III. Trends and Outlooks		
A. Increase in number of workers Relation to population and other occupations	What is the number of auto mechanics today? How many is expected by 1980?	3/10 2/459 1/449
B. Increase in number of workers in relation to population and other occupations		

Topic Outline	Teaching-Learning Activities	Learning Resources No./ Pages
C. Undersupply of workers 1. reasons 2. center of this maldistribution		
D. Trends affecting large numbers of workers 1. short-term fluctuation 2. long-term trends 3. annual number needed to replace those dropping out		
IV. Qualifications		
A. Special physical, mental, social and personal qualifications excluding those obviously necessary for success in all types of work B. Special skills essential to performance on the job	Discuss the physical condition one must have to perform this work. What handicaps would effect an auto mechanic? Discuss personalities that is needed to be an auto mechanic. Have local dealer to discuss qualifications and skills with class.	2/458 1/453
C. Special tools and equipment essential for the performance on the job, which must be supplied by the worker	Inventory tool list and figure cost of tools needed to be furnished by the mechanic. What tools are furnished by employer? What tools are furnished by mechanic?	
V. Preparation		
A. General Education 1. Necessary for successful performance of duties 2. Desirable for successful performance of duties a. amount b. special courses of value	Why is high school education an advantage? What is the best type education for an auto mechanic? What are other ways after completing high school?	
B. Special training, including probable cost of training 1. Necessary special training for successful performance of duties	Discuss special training, military trade school, apprenticeship, etc. Special courses other than automobile mechanics that help in the occupation.	

Topic Outline	Teaching-Learning Activities	Learning Resources No./ Pages
VII. Time required to attain skill		2/458-459
A. Special apprenticeship or union regulations	Discuss the length of time required to complete trade school, to complete apprenticeship.	
B. Lenght of period of instruction on the job	How much on the job training is needed.	
C. Lenght of time before median and maximum rates of pay are reached		
VIII. Advancement		1/450-452
A. Lines of promotion	Discuss all the jobs that anyone can think of that needs mechanic background. What are the lines of promotion in the automotive field?	
B. Opportunity for advancement		1/450-452
1. Difficulties or certainties of promotion		
2. Factors determining promotion	Discuss the need for related subjects in shich employees look to for promotion.	
3. Evidence of ratio between those in higher jobs and jobs described		
IX. Conditions of work		1/453 2/459-460
A. Hours		
B. Regularity of work		
C. Health and accident hazards		
X. Earning	Discuss earning in relationship with other professions	2/459-460 1/453
A. Beginning wage range		
B. Wage range in which largest number of workers are found		
C. Maximum wage received by most		

Topic Outline	Teaching-Learning Activities	Learning Resources No./ Pages
2. Desirable 3. Special course of value 4. Additional trsining recommended for advancement	What training is best for a specialist mechanic? Discuss factory schools How do they help in advancement	1/453-455 2/458
C. Experience 1. Minimum to enter occupation 2. Related experience in other occupations 3. Experience desirable for entrance	Discuss experience needed to get into different specialist jobs. What help to get into auto mechanics? What experiences do most employers ask for to enter the field?	
VI. Methods of Entering A. Public employment service B. Special employment agencies C. Seeking own employment	Learn to fill out applications. Discuss appreances and attitudes when seeking a job. How to answer questions that is asked by employers and employment agencies	2/459
D. Civil Service examination	What is civil service? How can one take this examination? What is it's advantages?	1/455
E. Apprenticeship	Discuss local places of employment that has mechanic apprenticeship training. What are some of the advantages of the apprenticeship program?	1/455
F. License, certificates, etc.	What license and certificates are required in auto mechanic work?	
G. Other methods and channels	Have personnel from local employment office to speak to class.	

Topic Outline	Teaching-Learning Activities	Learning Resources No./Pages
.. highly skilled		
D. Median and average salary, and differences for age and sex groups		
E. Benefits	What places do employment are most benefits found? Discuss benefits of auto mechanics in relationship with other occupations.	
1. Pensions		
2. Federal old age security		
3. State employment insurance		
4. Retirement		
II. Organizations		
A. Employees	What unions are mechanics associated with? What are the advantages and disadvantages of an union?	2/460
B. Employers		

INTERDISCIPLINARY UNITS FOR - 10TH, 11TH, AND 12TH GRADE VOCATIONAL STUDENTS

INTERDISCIPLINARY UNIT OUTLINE
FOR
VOCATIONAL EDUCATION EXEMPLARY PROGRAM

Russellville City Schools
Russellville, Alabama 35653

Instructional Unit: Personal and Family Relationships

Estimated Time: 6 weeks

Instructors: Mrs. Dot Murphy and Mrs. Walston Hester

Instructional Goals:

1. To educate and give realistic experiences to students which will help to strengthen the American home.
2. To help students recognize and deal with social problems created by the technological age which affect family life.

Instructional Objectives:

1. To recognize and appreciate the values of studying family living.
2. To promote increased understanding of self and others.
3. To recognize the importance of good grooming for each individual.
4. To realize one's own values and goals in life.
5. To promote social and emotional growth for each individual student.
6. To recognize individual differences and family differences.
7. To help students develop skills in verbal communication and nonverbal communication in emotionally loaded areas related to individuals and families.
8. To realize the seriousness of marriage and the grave responsibilities of parenthood.
9. To understand the importance of good physical and mental health to the growth of an individual.
10. To realize the importance of economic maturity through the wise use of one's personal and material resources.

I. Preparation for Marriage
   A. Introduction to family living
      1. Why study family living?
      2. Interest and needs of pupils in this area.
      3. Family functions.
      4. Elements of a happy home.
      5. Family patterns.
      6. Influence of family on the individual.
      7. Stages of family life.
      8. Changes in the role of the family.
      9. Identify responsibilities of the family in today's world.

   B. Self-Understanding
      1. Physical Growth
      2. Mental Health
      3. Emotional Growth
      4. Religious Growth
      5. Social Growth

   C. Dating
      1. Patterns
      2. Purpose
      3. Behavior

   D. Selection of Marriage Partner
      1. Customs and laws of marriage
      2. Engagements and weddings

   E. Making Marriage Work
      1. Adjustments for a successful marriage
      2. Family Crises
      3. Managing Family Resources
      4. Providing Family Security

Topic Outline	Teaching-Learning Activities	Learning Resources No./Pages
eparation for Marriage		
Introduction to Family living and preparation for marriage.	1. Plan a bulletin board depicting the many facets of family life.	
1. Objective-- To recognize and appreciate the values of studying the home and family living.	2. Class discussion of problems which might arise in those families as suggested by the situations shown on the bulletin board.	
	3. Define home and family living.	
	4. Class discussion of why schools are making an effort to prepare for marriage and parenthood as well as careers.	
	5. Class compile a list of topics to be studied as a result of these discussions.	
neralization--		
A course in home and family living contributes to the education of each individual ich helps to make a more successful marriage and a happier family life.		
2. Objective-- To develop a course of study based on needs and interest of the class.	1. Group work--have pupils compile and evaluate the list of topics in order of preference.	
neralization--		
Some concerns and problems in family living are common to all families and family mbers. Each family has its own particular concerns and needs.		
3. Objective-- To understand the functions of the family as a unit of society.	1. Class discussion	
	2. Make a chart showing two lists - the needs of parents and the needs of children.	
a. Protection and care of children.	3. Filmstrip--"Parents are People Too"	
b. Socialization of children	4. Compare the functions of the American family today with those of past American families.	
c. Education		
d. Economic protection of family goods and services.		
e. Recreation		
f. Psychological needs.		

Topic Outline	Teaching-Learning Activities	Learning Resources No./ Pages
	a. New status for women b. Urbanization c. Technology d. Mobility e. Standard of Living	
	4. Discuss statement "Marriage and Parenthood have a biological reason and a devine purpose."	

Generalization--

All societies expect families to perform certain basic functions as child bearing, care and socialization of children and affectional interactional of family members. Some agencies are assuming responsibilities for youth as --religion and education.

4. Objective-- To identify the elements of a happy home.	1. Reading assignment List elements of a happy home.		1/4-24
	2. Students share ideas-- What has made our home happy?		
	3. Students use check sheets "Rate Yourself as a Family Member."		2/201
	4. Class survey--Each student make a list of things which bother him most about his parents. Class summarize the results and put the ten problems mentioned most frequently on board.		
	5. Read references on the responsibilities and privileges of family members.		
	6. Each student make three lists, one on privileges and benefits you receive from your family, one on duties you assume in your family and the other on the problems and difficulties in your family.		

Generalization--

The feelings and responsibilities we have toward our home and family are very important and will vary with each individual.

Topic Outline	Teaching-Learning Activities	Learning Resources No./ Pages
5. Objective-- To identify family patterns that influence family life. a. Family structure b. Family needs c. Demonstrate affection and love d. Celebrate special occasions e. Authority patterns f. Sectional parts of country g. Religious beliefs h. Race i. Nationality	1. Read about and discuss ways families are alike and different.	3/13-23
Generalization-- All families have similarities and differences which give enrichment to living and strength to our society.		
6. Objective-- To learn the importance of the family to the individual.	1. Reading assignment Discuss 2. Write a short autobiography include ways in which you think your environment has influenced you to be as you are.	2/15-33
Generalization-- All individuals have differences due to heredity and enviroment.		
7. Objective-- To understand the developmental stages in the family cycle.	1. Flannel Board--pictures showing the different stages or cycles in the family. Discuss how the functions, needs and goals may change with each cycle. 2. Reading assignment Discuss	 4/1-15
Generalization-- Families are different in many ways but they are alike in that they progress through specific family life cycle.		

Topic Outline	Teaching-Learning Activities	Learning Resources No./Pages
8. Objective-- To identify responsibilities of the family in the community.	1. Discuss--how the family can contribute to the efforts of the community. 2. List the contributions the community makes to the family. 3. Obligations of a good American citizen to his community.	
Generalization-- To be a good family member also, we should be a good citizen in our community.		
9. Objective-- To improve family communications.	1. Discuss the importance of good communication between parent and child. 2. Reports on three forms of communication used in family relationship: a. Word communication b. Body communication c. Action communication 3. Panel: "We Speak--In Silence" 4. Formulate a list of ways to improve discussion with parents--Discuss.	5/19-21
Generalization-2 To communicate is the beginning of understanding and the promoting of better family relationships.		

Topic Outline	Teaching-Learning Activities	Learning Resources No./ Page
B. Self-understanding 1. Objective-- To increase understanding of myself.	1. View films-"Are You An Interesting Person?" Understanding Myself (McGraw-Hill Guidance) 2. Discuss what composes self? 3. View film-- Values for Teenagers: The Choice is Yours. (Guidance Associates). Discuss. 4. Skit-- "Values! Values! Values!" 5. Transparencies-- "Attributes of Character" 6. Make a list of values that you believe will help you develop a code which will be a guide to live by. 7. Pamphlets-- "A Philosophy of Life" by Edith C. Neisser	
Generalization-- Understanding self contributes to understanding and accepting others.		
2. Objective-- To understand the factors which eventually determine one's personality.	1. Read and discuss topic-- "What Makes Me What I am?"	2/5-24
	2. List things about yourself that can't be changed--another list of things which are within your power to change.	
	3. Discuss important influences to my life-- a. Physical growth periods 1. Health Habits "To Your Good Health" 2. Appearance "Looking Your Best" 3. Filmstrip "Your Skin and Its Function" 4. Resource person-- "Clothes and You" 5. Manners-- What To Do When	2/35-45 6/1-72

Topic Outline	Teaching-Learning Activities	Learning Resources No./ Pages
	b. Mental growth— 1. Read references on mental health—Discuss. 2. List ways we can grow in learning.	3/24-43

Generalisation—

Fulfillment of physical and psychological needs leads to individual development and satisfaction.

3. Objectives— To develop awareness of effect of emotions on health and personality.	1. Reading assignment 2. Identify emotions adolescents are learning to control: a. fear b. anxiety c. anger d. jealousy e. social sensitivity f. sex 3. Define: a. emotions b. emotional maturity c. personality d. entrincic worth 4. Filmstrip—"Control Your Emotions" by (Coronet). Use study questions 5. Report—"influence of values in Behavior"	7/19
	. Reading Assignment. Discuss.	2/74-84
	7. Use of Alcohol—Reading Assignment.	3/25-42
	8. Drug Abuse— Filmstrips—"Man" "LSD" Charts and pamphlets.	

Generalisation—

Being able to recognise our feelings and to control our actions contribute to personal satisfactions and acceptance by others.

Topic Outline	Teaching-Learning Activities	Learning Resources No./ Pages
4. Objective-- To appreciate the value of getting along with others.	1. Checklist--"Kind of Friend You Are"	2/54
	2. Reading assignment. Discuss	2/49-62
	3. Filmstrip--(Library) (Making Friends Series) (3) Discuss each form generalizations	
	4. Discuss--"Traits Which Make Us Like by Others"	
	5. Discuss statement by Norman Vincent Peale "A primary stop in being well liked is simply to like other people and like them sincerely, not for a purpose."	
	6. Pamphlets--"Keeping Friends" and Making Friends" by Edith Neisser.	

neralization--

The influence of parents, teachers, friends, peer group, and mass midas are rtinent agencies in building an individual's concept of self.

pic Evaluation Activities:

Content: Students should be able to discuss the important of understanding self which contributes to understanding and accepting others, to identify physical and psychological needs which leads to individual development and satisfaction, to recognize one's feeling and to control one's actions and to realize the influence parents, teachers, friends, peer groups, and mass media have in building an individual's concept of self.

Methods and Standards:

A. Students will perform at a 80 o/o minimum level on individual checklist and individual oral discussion.

B. Student will perform at a 80 o/o minimum level on a departmental constructed exam.

Topic Outline	Teaching-Learning Activities	Learning Resources No./ Page
C. Dating 1. Objective—To value dating as a phase of life usefulnin personality development and social and emotional development. a. Reasons for dating b. Difference in dating and courtship c. Age for dating d. Manners on a date e. Dating practices as going steady, blind dates, computer dates, etc. f. Danger signals of veneral diseases	1. Discuss—"you do not marry a person you do not date." 2. Check sheet. 3. Reading assignment. 4. Filmstrip—(Series on Dating) (5) (Library) 5. Discuss statement—"In order to get a quality man, be a quality girl." Discuss how this may apply to a man seeking a quality girl. 6. Reports. 7. Filmstrip—"Manners Mean More Fun" 8. Pamphlet—"How Do You Do?" "Manners—at home or abroad"	 2/114-115 2/85-117

Generalisation—

Since dating is a progressive process, the age at which we start dating and the intimacy and frequency of dating can influence the age of marriage.

Both boys and girls share the responsibility for a successful date.

Topic Evaluation Activities:

Content: Students should be able to discuss the importance of dating to one's personality, social development, emotional development, and to a successful marriage.

Methods and Standards:

A. Students will perform at an 80% minimum level on individual checklist reports and oral discussion.

B. Students will perform at an 80% minimum level on a departmental constructed exam.

Topic Outline	Teaching-Learning Activities	Learning Resources No./ Pages
D. Selection of Marriage Partner 1. Objective-- To learn about the customs and laws relative to marriage.	1. Filmstrip--"They lived Happily Ever After" (Guidance Associates) Discuss--Identify the causes for teenage marriages. 2. Filmstrip--"Love and Marriage" (Guidance Associates). 3. Pamphlets--"So You Think It's Love." 4. Discuss Marriage customs in our country. 5. Study our state marriage law. 6. Discuss value of blood test, waiting period and age limitations. 7. Display and examine a marriage certificate. 8. Discuss the physical and mental qualifications of marriage. 9. Local minister--discuss the seriousness of the marriage vows. 10. Reports--on different type marriage ceremonies of the different religious faiths. 11. Estimate cost of different types of weddings. 12. Define honeymoon. Discuss: what determines whether the couple shall have a honeymoon. Results if there are none?	
Generalization-- Marriage is a serious business and not to be entered into lightly.		
2. Objective-- To realize the importance of the engagement period in promoting a successful marriage.	1. Reading assignment. 2. List purposes of an engagement. 3. Buzz groups discuss-- Why wait until marriage to have marital relations? Prepare a list of reasons.	3/159-174

Topic Outline	Teaching-Learning Activities	Learning Resources No./ Pages
	4. List reasons for breaking and engagement and discuss emotional crisis which might result. What problems might the couple have if they go ahead with the marriage?	

Generalization--

The significance of engagement varies from couple to couple, and the seriousness of a broken engagement, varies according to the couple, but is much better for all concerned than a broken marriage.

3. Objective-- To gain some knowledge of what adjustments must be made by man and wife in order to have a successful marriage. a. Jealousy b. Quarreling c. In-laws d. Money management e. Working wives f. Mentally, emotionally, and physically handicapped g. Illegitimacy h. Delinquency and crime i. Poverty j. Childles marriage and adoption k. Divorce l. Bereavements m. Communications, verbal, nonverbal	1. Group work, reports, discussion and evaluation. 2. Have lawyer talk to group on divorce.	

Generalization--

Most marriages are happy, but have crises which require adjustments on the most of both marriage partners.

Emotional maturity is an essential for a successful marriage.

Topic Outline	Teaching-Learning Activities	Learning Resources No./ Pages

pic Evaluation Activities:

Content: Students should be able to discuss the impartance of selecting a marraige partner and to realize that marriage is a serious business, requiring adjustments on the part of both marriage partners, and emotional maturity for a successful marriage.

Methods and Standards:

A. Students will perform at a 80 o/o minimum level in group work, reports summary list and oral discussions.

B. Students will perform at a 80 o/o minimum level on a departmental constructed exam.

E. Making Marriage Work 1. Objective-- To realize the importance of economic maturity through the wise use of one's personal and material resources.	1. Reading assignment 2. Discussion 3. Bulletin board	8/10-23
a. The meaning of Home Management 1. Needs 2. Wants 3. Respirces 4. Goods and services 5. Goals 6. Values 7. Decision making		
b. Managing the family income. 1. Budgeting 2. Money problems in marriage	4. Discussion 5. Filmstrip-- "Your Money and You"	3/253-275
c. Consumer Economics and Family Security 1. Becoming a consumer expert 2. Consumer Credit a. Kinds of consumer credit b. Establishing your credit c. Making credit purchases	6. Reading Assignment 7. Filmstrips-- "Our Role As Consumers" "Consumers In the Market Place" "Consumers In Action" 8. Panel--Business Consultants "Use and abuse of Credit"	3/267-275 8/62-76

Topic Outline	Teaching-Learning Activities	Learning Resources No./ Pages
d. Cost of using credits e. Advantages and disadvantages of credit		
3. Checkbook and bank a. Opening bank account b. Deposits c. Writing checks d. Endorsing e. Stopping payment on checks f. Overdrafts g. Reconciliation of bank statements	9. Speaker--Banker	
4. Savings and Investments a. Saving account b. Saving bonds c. Stocks and bonds d. Real estate e. Insurance	1. Reading assignment 2. Discussion 3. Supervised study 4. Consultant--Insurance Salesman	8/77-88 3/276-282

Generalization--

To realize the importance of consumer education to a successful family life.

Topic Evaluation Activities:

Content: Students should be able to recognize and discuss the importance of consumer education to a successful family life.

Methods and Standards:

A. Students will perform at a 80 percent minimum level in oral discussions.

B. Students will perform at a 80 percent- minimum level on a departmental constructed exam.

esource No.

References and Materials

1. Fleck, Fernandes, and Munves. Exploring Home and Family Living, Prentice Hall, Inc. Englewood Cliffs, N. J.

2. Landis and Landis. Building Your Life, Prentice-Hall, Inc. New York, N. Y.

3. Landis and Landis. Personal Adjustment: Marriage and Family Living, Prentice-Hall Inc., Englewood Cliffs, N. J.

4. Lewis, Burns, and Segmet. Housing and Home Management. The Macmillan Company, New York, N. Y.

5. Alabama Association of Future Homemakers of America, Program of Work 1970-71, Alabama FHA, Montevello, Alabama.

6. Lutz and Allen. What To Do When, Interstate Printers & Publishers, Inc., Danville, Illinois

7. Elling and Solsrund. Homemaking Unit 3, Homemaking Research Laboratories, Tony, Wisconsin.

8. Raines, Margaret. Managing Livingtime, Charles A. Bennett Co., Inc., Peoria, Illinois.

udiovisual Materials

1. Filmstrip--"Parents are People Too", Clubs Inc., New York, N. Y.

2. Filmstrip--"Are You An Interesting Person," Clubs Inc., New York, N. Y.

3. Filmstrip--"Understanding Myself, "McCraw Hill

4. Filmstrip--"Values for Teenagers," The Choice is Yours," Guidance Associates, Pleasantville, N. Y.

5. Transparencies--"Attributes of Character," Moffitt Company Inc., Montgomery, Alabama.

6. Filmstrip--"Your Skin and Its Function," Filmbare Products Co., New York, N. Y.

7. Filmstrip--"Control Your Emotions," Coronet

8. Filmstrip--"Mar," Guidance Associates, Pleasantville, N. Y.

9. Filmstrip--"LSD," Guidance Associates, Pleasantville, N. Y.

10. Filmstrip--"Making Friends Series," Clubs Inc.,NNew.York, N.Y.

11. Filmstrips--"Series on Dating," Richard Mfg. Co., Kan Nuye, Califoonia.

12. Filmstrip--"Manners Mean More Fun," Clubs Inc., New York, N.Y.

13. Filmstrip--"Venereal Disease," Guidance Associates, Pleasantville, N.Y.

14. Filmstrip--"They Lived Happily Ever After," Guidance Associates, Pleasantville, N.Y.

15. Filmstrip--"Love and Marriage," Guidance Associates, Pleasantville, N.Y.

16. Filmstrip--"Your Money and You," Household Finance Corp., Chicago, Illinois.

17. Filmstrip--"Our Role As Consumers," "Consumers in the Market Place," and "Consumers in Action," Institute of Life Insurance, New York, N.Y.

INTERDISCIPLINARY UNIT OUTLINE
FOR
VOCATIONAL EDUCATION EXEMPLARY PROGRAM
Russellville City Schools
Russellville, Alabama 35653

Instructional Unit: Legal Aspects of Daily Life
Instructor: Mr. Morris Kennedy Estimated Time: Three Weeks

Instructional Goals:

1. To introduce students to legal aspects of routine living
2. To introduce students to effects of legal items in his planning
3. To make students aware of necessity of legality in business

Instructional Objectives:

1. Student should become familiar with basic fundamentals of legal matter
2. Student should understand what makes a contract legal
3. Student should know various types of property and rights of ownership
4. Student should learn types of taxes he must pay
5. Student should learn types of insurance and what types he needs
6. Student should learn aspects of credit and when to use it wisely

Topic Outline	Teaching-Learning Activities	Learning Resources No./ Pages
A. Laws of Sound Business	Discuss economic and legal principles that are the guidelines for sound business. Bring in legal counselor to give facts.	1/1 3/3-10 4/
1. Statutory Law		
2. Common Law		
3. Economic Law	Discuss as above	1/1
4. Legal Counsel	When it is needed? Make list of situations. Use advice of resource person.	1/1 3/3-10 4/

Topic Outline	Teaching-Learning Activities	Learning Resources No./ Pages
B. Contracts	Discuss purpose and nature of contracts, types of contracts, enforceable and illegal contracts. List and discuss legal requirements of a contract. Use lawyer to discuss this.	1/2 3/15-22 4/ 1/2 3/15-22 4/ Resource Person
C. Ownership And Description of Property		
1. Rights of Ownership	Discuss exactly what owner can and cannot do with property he owns. Use legal representative.	1/3 3/35-51
2. Property Values	Invite local realtor to come in and discuss value and fluctuation of values for local property.	Resource Person 1/3 3/35-51
3. Types of Property	Ask local tax assessor to come in and discuss valuation of property, classes, and types of property.	1/3 Resource Person 3/35-51
D. Insurance	Invite local insurance representative to discuss insurance. Use question and answer session after presentation.	Resource Person 3/79-90 5/85-88
1. Types of Insurance	Invite local insurance representative to discuss insurance. Use question and answer session after presentation.	1/4 Resource Person 3/79-90 5/85-88
2. Cost of Insurance	Invite local insurance representative to discuss insurance. Use question and answer session after presentation.	1/4 Resource Person 3/79-90 5/85-88
3. Purpose of Insurance	Invite local insurance representative to discuss insurance. Use question and answer session after presentation.	1/4 Resource Person 3/79-90 5/85-88

Topic Outline	Teaching-Learning Activities	Learning Resources No./ Pages
E. Wise Use of Credit	Bring in local financial representative or official of Credit Bureau and discuss various aspects of credit.	1/4 Resource Person 3/91-108 4/45-48 5/77-84
1. Interest Rates	Do actual problems on figuring interest rates. Have students bring ads from lenders and figure true rate.	1/4 3/91-108 4/45-48 5/77-84
2. Purpose of Borrowing	Discuss fully	1/4 3/91-108 4/45-48 5/77-84
3. When it is best to borrow	Discuss. Use practical situations.	1/4 3/91-108 4/45-48 5/77-84
F. Taxes	Discuss taxes from consumer or individual standpoint. Use local tax expert for resource.	Resource Person 1/5 3/64-75
1. State Taxes	Use representative from State Department of Revenue to fully discuss this.	Resource Person 1/5 3/64-75
2. Federal Taxes	Use Internal Revenue Source for discussion. Also book, Federal Income Tax for reading.	2/120-160 3/64-75

TOPIC EVALUATION ACTIVITIES

Content: Students should be able to discuss intelligently the legal problems faced by the average individual in business.

Methods and Standards:

A. Students will perform at an average of 70 percent minimum on written assignments and activities.

B. Students will perform at an average of 70 percent minimum on all tests during the period.

Resource Materials

Resource No. Title and Source

References and Materials

1. Leaflets produced by State of Alabama, Department of Education, Vocational Agricultural Education, in connection with T-V seminars on Legal Aspects.

2. Your Federal Income Tax, published yearly by Internal Revenue Service, U. S. Government Printing Office, Washington, D. C.

3. Economic and Legal Aspects of Business Decisions, Department of Agricultural Economics and Rural Sociology, Auburn University, January 1968.

4. Family Money Management, State of Al.-Department of Education, Montgomery, Alabama.

5. Applied Business Math, 8th Edition, E. B. Piper, Southwestern Publishing Company, Dallas, Texas, 1965.

OCCUPATIONAL INFORMATION INTEGRATED WITH ACADEMIC SUBJECTS-ENGLISH, SCIENCE, AND SOCIAL STUDIES FOR NINTH GRADE

OCCUPATIONAL INFORMATION UNIT
FOR
VOCATIONAL EDUCATION EXEMPLARY PROGRAM

Russellville City Schools
Russellville, Alabama 35653

Instructional Unit: Integrated Occupational Information in the Field of English

Estimated Time: 18 weeks throughout the year

Instructors: Mrs. Beverly Fuller, Mrs. Magdalene Graves

Instructional Goals:

1. To familiarize the students with careers in which the study of English is necessary and useful
2. To study the careers closely related to the field of English
3. To acquaint the students with the qualifications necessary for careers in which the use of English is basic
4. To acquaint the students with the benefits and future values in careers related to English
5. To inform the students that language skills are basic to most jobs and helpful in many more
6. To give the students a chance to relate their strenghts to those essentials for success in the careers studied

Instructional Objectives:

1. The students will have a knowledge of the careers open to them in the field of English.
2. The students will know the qualifications necessary in a given field of employment.
3. The students will know the nature of the job in a given field.
4. The students will know the places of employment in the career field.
5. The students will know the chances for advancement in each job.
6. The students will have a good view of the employment outlook in a given career.

7. The students will know about the working conditions and earnings in a given career.

8. The students will know how and where to obtain further information when applying for jobs.

Topic Outline	(Date)	Teaching-Learning Activities	Learning Resources No. / Pages
I. Operational Task			
A. Kuder Preference Inventory	9/13/71	Explain inventory Administer Inventory Scoring of inventory	Kuder Preference Inventory Form C/8-18
	9/20/71	Explanation of results of the inventory	
II. Business Administration and related professions		Discuss the field of advertising and its many areas. List qualifications and benefits. Show films.	12/3-23 15/2-23 1/30-32 23/2-22 24/1-7 1/37-39
A. Advertising 1. Advertising managers 2. Advertising copy writers 3. Production managers 4. Research directors 5. Artists and layout men			
B. Public Relations			25/1-7 1/33-35
C. Market Research Workers			1/35-37 Film: 1/17 1/2 min
D. Research Workers			Film: 2/18 min.
III. Speech		Explain difference between speech pathologist and audiologist, Discuss the importance education required and rewards. Show films.	1/106-108 Film: 3/13 1/2 min. 36/1-2
A. Speech Pathologist			
B. Audiologist			
IV. Clergy			
A. Ministers		Discuss field of Clergy	1/41-46 5/605-611
V. Lawyers		Inform students of the importance of the field of law. Discuss education required.	18/3-22 5/351-362
VI. Librarians		Secure resource person to discuss this field. Show films. Discuss education.	32/1-46 5/363-374 1/233-238 Film: 4/22 min.
A. Library Technicians			

Topic Outline (Date)	Teaching-Learning Activities	Learning No.
Performing Arts A. Actors, Actresses B. Musicians and Music Teachers C. Singers and Singing Teachers	List the many occupations in this field. Discuss the rewards. Have the resource person speak to the students.	4/135-138 1/161-163 5/507-518 1/166-168 14/2-22 1/169-170
III. Photographers A. Photo Journalists	Discuss with students the field of photography in today's world. Obtain resource person. Show film.	1/241-244 Film: 5/28 min. 22/3-24 31/3-28
IX. Teachers A. Kindergarten B. Elementary C. Secondary D. College and University	List qualifications, preparation necessary, rewards. Have resource persons speak to the students.	1/195 10/3-23 1/196-198 17/3-21 5/661-672 11/3-22 16/2-24 1/201-203
X. Newspapers A. Reporters B. Technical Writers	Have resource person speak to the students. Discuss with the students the education, skills needed for employment in this field. Show films to the students.	1/215-217 4/265-268 33/1-9 1/217-220 13/2-22 21/2-22 Film: 6/33 min. Film: 7/15 min.
XI. Clerical and Related Occupations A. Receptionist B. Court Reporter C. Stenographers, Secretaries, and and Typists D. Telephone Operators	Show the many jobs related to this field. Ask students to interview people in this field. Discuss education necessary. Show films. Obtain Resource person.	1/283-284 1/290-291 4/41-46 7/1-23 6/3-20 3/1-36 Film: 8/19 min. Film: 12/14 min. Film: 9/26 min.

Topic Outline	(Date)	Teaching-Learning Activities	Learning Resources No. / Pages
I. Sales Occupations A. Salesmen and Women		Advise students of the many kinds of salesmen. Show films. Obtain resource person.	4/57-60 1/296-318 Film: 10/20 min. Film: 11/12 min.
XIII. Printing Occupations (Graphic Arts) A. Proofreading		Discuss how this field is related to the newspaper field.	1/499-515 34/1-4
XIV. Civil Aviation A. Stewardesses B. Steward		Show filmstrip. Discuss related jobs in this field. Discuss rewards.	Filmstrip: 13 26/1-4 1/698-700 2/77-82
XV. Radio and Television A. Radio and Television Announcers		This is a whole large modern field and has many jobs. Discuss opportunities in this field. Resource person	27/1-6 1/740-741 29/1-4 20/2-21 28/1-13
XVI. Government Occupations A. Federal 1. Civil Service or Merit System B. State		This field has thousands of jobs. Discuss with students the many jobs available in both federal and state employment. Discuss the means of obtaining these jobs and education required.	5/273-284 2/83-104 5/375-382 9/2-19

Topic Evlauation Activities

Content: This unit is designed to familiarize the student with occupations available in the field of English and to inform him of education and qualifications necessary to obtain these jobs.

Methods and Standards:

The students will be asked to write an evaluation of each field after it has been presented to them. Guides will be prepared for the students to follow.

LEARNING RESOURCES

Title and Source

Resource Number

Reference and Materials

1. Occupational Outlook Handbook, U. S. Department of Labor, Bureau of Labor Statistics, 1970-71. Number 1650.

2. Aviation, Where Career Opportunities Are Bright, U. S. Office of Education, 1967.

3. Careers With South Central Bell, South Central Bell Telephone Company.

4. Careers and Occupations, Encyclopedia of Careers and Vocational Guidance, Doubleday. No. 371.4203 HOP

5. Planning Your Career, Encyclopedia of Careers and Vocational Guidance, Doubleday. No. 371.4203 HOP

6. Careers: Career As a Legal Secretary, The Institute for Research, Chicago. Number 232.

7. Careers: The Medical Secretary, The Institute of Research, Chicago. Number 200.

8. Careers: Private and Social Secretary ship As a Career, The Institute of Research, Chicago. Number 64.

9. Careers: Careers For Women in State, County, and City Government Work, The Institute for Research, Chicago. Number 237.

10. Careers: Career As a Teacher of Business and Commercial Subjects, The Institute for Research, Chicago. Number 273.

11. Careers: Career As a Teacher of Art, The Institute for Research, Chicago. Number 75.

12. Careers: This Is The Job of Advertising Copy Writers - A Career for Men and Women Interested in Advertising and Journalism, The Institute for Research, Chicago. Number 133.

13. Careers: Journalism As a Career, The Institute for Research, Chicago. Number 19.

14. Careers: Career As a Teacher of School Music, The Institute for Research, Chicago. Number 88.

15. Careers: Careers and Jobs for Women As Advertising Artists, The Institute for Research, Chicago. Number 134.

16. Careers: High School Teaching As a Career, The Institute for Research, Chicago. Number 183.

17. Careers: Career As an Elementary Teacher, The Institute for Research, Chicago. Number 207.

Audio-Visual Materials

1. Film: "The Golden Standard," Audit Bureau of Circulations, Modern Talking Picture Service, 714 Spring Street, N.W., Atlanta, Georgia 30308.

2. Film: "Picture's The Thing," Associated Films, Incorporated, 227 Faulkner Road, N.E., Atlanta, Georgia 30324.

3. Film: "Reach Into Silence," Beltone Electronics Corporation, 4201 West Victoria Street, Chicago, Illinois 60646.

4. Film: "Building For Books," Consulate General of Ireland, 400 North Michigan Avenue, Chicago, Illinois 60611.

5. Film: "Cameras and Careers," Eastman Kodak Company, Audio-Visual Service, 343 State Street, Rochester, New York 14650.

6. Film: "Did You Hear What I Said?" Association Films, Incorporated, 227 Faulkner Road, N.E., Atlanta, Georgia 30324.

7. Film: "That's News To Me," The Daily Tribune, Mr. Phillip Miller, P. O. Box 311, Royal Oak, Michigan 48068.

8. Film: "Her City," Bell System Telephone Office, Huntsville, Alabama.

9. Film: "If An Elephant Answers," Bell System Telephone Office, Huntsville, Alabama.

10. Film: "Careers in Fashion Merchandising," Modern Talking Picture Service, 714 Spring Street, N.W., Atlanta, Georgia 30308.

11. Film: "Fashion, The Career of Challenge," Bassit Picture Service, 923 Southwest Taylor Street, Portland, Oregon 97205.

12. Film: "Voice of Your Business," Bell System Telephone Office, Huntsville, Alabama.

13. Film: "Aviation, Where Career Opportunities Are Bright," U. S. Office of Education, 1967.

18. Careers: A Career in Law, The Institute for Research, Chicago. Number 207.

19. Careers: Careers in Radio, The Institute for Research, Chicago. Number 59.

20. Careers: Jobs and Careers in Radio Broadcasting Stations, The Institute for Research, Chicago. Number 59.

21. Careers: Sports Writer-A Career as a Reporter-Journalist, The Institute for Research, Chicago. Number 266.

22. Careers: Careers in Photojournalism-News Photographer, The Institute for Research, Chicago. Number 202.

23. Careers: Advertising as a Career, The Institute for Research, Chicago, Number 17.

24. SRA Kit: Should You Go Into Advertising? File No. 101

25. SRA Kit: Should You Go Into Public Relations? File No. 101

26. SRA Kit: Airline Stewardesses. File No. 404H

27. SRA Kit: Carolina School of Broadcasting, Charlotte, N.C. 28207. File No. 119.

28. SRA Kit: Broadcasting Occupations, Bulletin No. 1450-111. File No. 119

29. SRA Kit: Disk Jockeys. Bulletin No. 296. File No. 119.

30. SRA Kit: Radio and Television Announcers. Bulletin No. 280. File No. 119

31. SRA Kit: Neblettle, C.B., Careers in Photography, Rochester Institute of Technology. File No. 118

32. SRA Kit: Occupations in the Field of Library Science, Bureau of Employment Security, U. S. Employment Service. File No. 113

33. SRA Kit: The Big Story (Ten Questions and Answers About the Booming Career Field of Journalism and Communications). File No. 127

34. SRA Kit: Proofreaders. Bulletin No. 373. File No. 200

35. SRA Kit: Receptionists. Bulletin No. 278. File No. 200

36. SRA Kit: A Career in Speech Pathology and Audiology. File No. 116 M

OCCUPATIONAL INFORMATION UNIT
FOR
VOCATIONAL EDUCATION EXEMPLARY PROGRAM
Russellville City Schools
Russellville, Alabama 35653

Instructional Unit: Integrated Occupational Information in the field of Social Studies for the ninth grade.

Estimated Time: 36 weeks

Instructor: Mr. Jack Tucker & Tunell Smith

Instructional Goals:

1. To familiarize the students with careers in Social Science.
2. To inform students of the qualification in each field of Social Science.
3. To acquaint the students with the benefits and future values in careers related to Social Science.
4. To inform students of the occupational opportunities.
5. To inform students of the need for the different fields of Social Science.
6. To inform students of the advancement in the field of Social Science.

Instructional Objectives:

1. The students will have a knowledge of the careers open to them in the field of Social Science.
2. The students will have a knowledge of the qualifications necessary in the field of Social Science.
3. The students will know the nature of the job in a given field.
4. The students will know the plans of employment in the career field.
5. The students will know how to obtain information in applying for jobs.
6. The students will know of advancements in the field of Social Science.

TOPIC EVALUATION ACTIVITIES

Content: This unit is designed to inform students of Social Science which can guide them in choosing an occupation and in managing their money. This unit will help the student to improve their understanding of people and why they behave as they do.

Methods and Standards:

A. Students will be given a questionaire to fill in at the end of each six weeks.

B. Students will be asked to write an evaluation paper of of the program.

Topic Outline	Teaching-Learning Activities	Learning Resources No./ Pages
I. Anthropologists	Discuss with students the field of Anthropologists; Where the Anthropologists work; type of training; show film	1/181/182 Film: 1/428 2/429
II. Economists	Discuss with students type of training; other qualifications and advancements; Employment outlook; Economists in government.	1/183-185 Film: 3/183 4/419 5/551 5/565
III. Geographers	Nature of work; places of employment; Discuss with students about the training they would have; Earnings and workingsconditions; Show film.	1/185-187 Film: 7/147 8/148 9/155 10/222
IV. Historians	Have resources person speak to the students; Discuss with the students the educational skills needed for employment in the field. Show film to the students.	1/187-189 Film: 11/302 12/304 13/310 14/326
V. Political Scientists	Talk about the many jobs related to the field. Ask some students to interview people in the field. Discuss with the students the training they will have; the amount of money they could make	1/189-191 Film: 15/108
VI. Socialogists	Discuss with student the nature of a Socialogistss work. Place of employment; skills needed for employment in this field	1/191-193 Film: 16/562

LEARNING RESOURCES

References and Materials Title and Sources

Resource No.

1. Occupational Outlook Handbook, U. S. Department of Labor, Bureau of Labor Statistics, 1970-71. Number 1650.

Audio-Visual Materials

1. Film: "Dr. Leakey and The Dawn of Man," Aetna Life and Casuality, Public Relations and Advertising Department, Film Library, 151 Farmington Avenue, Hartford, Connecticut 06115.

2. Film: "The Feast," United States Atomic Energy Commission, Division of Public Information, Savannah River Operations Office, Office of Public Information, P. O. Box A, Aiken, South Carolina 29802.

3. Film: "The American Road," Ford Motor Company, Film Library, The American Road, Dearborn, Michigan 48121.

4. Film: "Economic Education: A Part Of The Main," The Sears-Roebuck Foundation, Audio-Visual Division, 303 East Ohio Street, Chicago, Illinois 60611.

5. Film: "Life Insurance--Shat It Means And How It Works," Association-Sterling Films, Executive Offices, 866 Third Avenue, New York, New York 10022.

6. Film: "Social Security Story," Social Security Administration.

7. Film: "The Forest About Us," Quebec Government House, The Film Officer, Fockefeller Plaza, 17 West 50th Street, New York, New York 10020.

8. Film: "MONtreal, Where Two Cultures Meet," Quebec Government House, The Film Officer, Rockefeller Plaza, 17 West 50th Street, New York, New York 10020.

9. Film: "Bridges to Europe," Ideal Pictures Film Library, 4431 West North Avenue, Milwaukee, Wisconsin 53208.

10. Film: "Alaskan Movie Trails," Association-Sterling Films, Executive Offices, 866 Third Avenue, New York, New York 10020.

11. Film: "ActionVietnam," Department of the Army, Third United

12. Film: "Alliance For Peace," Department of the Air Force, USAF Central Audio-Visual Library, AF Audio-Visual Center, Norton AFB, California 92409.

13. Film: "Black History: Lost, Stolen, or Strayed," Xerox PR film Library, Tribune Films, 38 West 32nd Street, New York, New York 10001.

14. Film: "The John Glenn Story," National Aeronautics and Space Administration, NASA George C. Marshall Space Flight Center, Public Affairs Office, Huntsville, Alabama 35812.

15. Film: "It's only Money," Association-Sterling Movies, Executive Offices, 866 Third Avenue, New York, New York 10022.

16. Film: "The Richard Gordon Story," Social Security Administration.

OCCUPATIONAL INFORMATION UNIT
FOR
VOCATIONAL EDUCATION EXEMPLARY PROGRAM
Russellville City Schools
Russellville, Alabama 35653

Instructional Unit: Integrated Occupational Information in the field of science.

Estimated Time:

Instructor: Mr. Randy Key

Instructional Goals:

1. To introduce students to the occupations of science.
2. To inform students in the different fields of science.
3. To inform students of the qualifications in each field of science that is discussed.
4. To inform students of preparation and techniques involved in each field of science that is discussed.
5. To inform students of the occupational opportunities.
6. To inform students of earnings and future aspects of each separate field.
7. To inform students of the need for the different fields of science.
8. To inform students of advancement and benefits in fields of science.

Instructional Objectives:

1. Students will have an understanding of tasks performed in the different fields of science.
2. Students will be acquainted with the importance of the occupations of science.
3. Students will have a thorough knowledge of the qualifications necessary in each field of science.
4. Students will have a thorough knowledge of the preparations and techniques involved in each field of science.
5. Students will know what role science will have in the future.
6. Students will know earnings and benefits in each field of science.
7. Students will know places of employment and the jobs involved.
8. Students will know how to obtain information in applying for jobs.

9. Students will know the need for each kind of job in science.

10. Students will know of advancements in the fields of science.

Topic Outline	Teaching-Learning Activities	Learning Resource No./ Pages
I. The role of medicine in the field of science.	Explain the role of doctors, veterinarians, dentists, and pharmacists.	2/57-60 2/127-130 2/8-12 2/93-95
A. Doctors (1) various kinds (2) skills preformed (3) qualifications and preparations (4) rewards and benefits	Discuss and list various kinds of medical doctors and their skills they perform. Discuss and list qualifications, preparations, rewards and benefits of medical doctors. Show films and resource person to speak. Have students to visit and report on his visit.	1/77-80 4/1- 6/1-22 12/1-22 Film: 1/28 min. 2/28 min. 4/28 min. 5/29 min.
B. Veterinarian (1) skills preformed (2) qualifications and preparations (3) rewards and benefits	Discuss the life and skills involved in the life of a veterinarian. List and discuss the qualifications and preparations of a veterinarian. List and discuss the rewards and benefits of a veterinarian. Show film to class on being a veterinarian. Have student to visit and report on visit.	1/122-124 10/1-22 film: 3/26 min.
C. Dentists (1) skills preformed (2) qualifications and preparations (3) rewards and benefits	List and discuss the skills and jobs preformed by a dentist. List and discuss the qualifications and preparation involved in becoming a dentist. Show rewards and benefits of being a dentist. Show films to class and have a student to visit and report on visit. Obtain resource person.	1/82-84 3/1 films: 8/28 min. 9/28 min.
D. Pharmacists (1) qualifications and preparations (2) work and skills (3) rewards and benefits	List and discuss qualifications and preparations on becoming a pharamacist and owning own drugstore. List and discuss the work and skills of a pharmacists. List and discuss the rewards and benefits. Show films and have students to visit and report to class.	1/97-99 8/1-22 film: 6/25 min.

Topic Outline	Teaching-Learning Activities	Learning Resources No. / Pages
II. The role of chemistry in the field of science.	Explain the role of a chemical engineer, metallengist, research chemists, and jobs in rubber, oil and gas, and metals.	7/1-22
A. Chem-Engineer (1) qualifications and preparations (2) work and skills (3) rewards and benefits	List and discuss the qualifications, preparations, work and skills, and reward and benefits of a chem-engineer. Discuss future aspects of chem-engineer. Show films and obtain resource person.	1/69-70 film: 10-26 min.
B. Metallurgy (1) qualifications and preparations (2) various jobs and skills (3) rewards and benefits	List and discuss the qualifications and preparations of a metallurgist. List the various jobs and skills involved. List and discuss the rewards and benefits. Show films to class.	1/74 films: 11-29 min. 16-29 min.
C. Research (1) various types of research chemists. (2) qualifications and preparations (3) work and skills (4) rewards and benefits	List and discuss the various types of research chemists. List and discuss the qualifications and preparations. Discuss the work and skills involved, and the rewards and benefits. Show films to class.	1/152-154 films: 17-26 min. 18-25 min.
D. Various fields (1) jobs in rubber, oil and gas, aluminum, and steel. (2) qualifications and preparations (3) work and skills involved	List and discuss the jobs in rubber, oil and gas, aluminum, and steel. List qualifications preparations, the work and skills involved. Show films to class.	1/685-688 1/590-596 1/657-666 films: 9-28½ min. 15-20 min.
II. Various fields in Science	Discuss and list the aspects of Bio-Chemists, the life sciences, the physicists and oceanography.	
A. Bio-Chemists (1) qualifications and preparations (2) work and skills (3) rewards and benefits	List and discuss the qualifications and preparations of a bio-chemist. List and discuss the work and skills involved in bio-chemistry. List the rewards and benefits. Show film to class.	1/150-151 films: 14-12½ min. 13-12½ min.

Topic Outline	Teaching-Learning Activities	Learning Resources No./ Pages
B. Life Science (1) Various jobs in the life science (2) qualifications and preparations (3) work and skills	List and discuss the various jobs in the field of life sciences. List and discuss the qualifications and preparations in the field. Discuss the work and skills involved. Show film to class and obtain resource person.	1/144-149 films: 20/21 min. 21/20 min.
C. Physicists (1) Nature of work and skills (2) Qualifications and preparations (3) rewards and benefits	List and discuss the role of a physicists and his work and skills. List and discuss the qualifications and preparations. List and discuss the rewards and benefits.	1/155-157 film: 12/20 min.
D. Oceanography (1) Nature of work and skills (2) qualifications and preparations (3) rewards and benefits	List and discuss the kind of work and skills preformed in oceanography. List and discuss the qualifications and preparations, and rewards and benefits. Show film to class.	1/141-143 film: 19/28 min.
IV. The field of Engineering	List and discuss the fields of areospace, agricultural, civil and electrical engineering.	films: 23/37 min. 25/26 min.
A. Areospace Engineers (1) nature of work and skills (2) qualifications and preparations (3) rewards and benefits	List and discuss the work and skills involved. List and discuss the qualifications and preparations. List and discuss the rewards and benefits. Show film to class.	1/67-68 films: 22/15 min. 24/13½ min. 26/29 min.
B. Agricultural Engineers (1) nature of work and skills (2) qualifications and preparations (3) rewards and benefits	List and discuss the nature of work and skills. List and discuss the qualifications and preparations. List and discuss the rewards and benefits.	1/68-69
C. Civil Engineers (1) nature of work and skills (2) qualifications and preparations (3) rewards and benefits	List and discuss the work and skills. List and discuss the qualifications and preparations. List and discuss the rewards and benefits.	1/70-71 9/1-22
D. Electrical Engineers (1) nature of work and skills		

Topic Outline	Teaching-Learning Activities	Learning Resources No./ Pages
(2) qualifications and preparations (3) rewards and benefits	List and discuss the work and skills. List and discuss the qualifications and preparations. List and discuss the rewards and benefits.	1/71-72 5/1-21 11/1-23

TOPIC EVALUATION ACTIVITIES

Content: This unit is designed to inform the students of the various fields of science and the kind of jobs located in each field. This unit is designed to inform the students of the qualifications and preparations a person must meet in obtaining one of these jobs.

Methods and Standards:

A. Students will be given a questionaire to fill in at the of each six weeks.

B. Students will be ask to write an evaluation paper of the program at the end of each six weeks.

LEARNING RESOURCES

Resource No. | Title and Source

References and Materials

1. Occupational Outlook Handbook. Number 1650. U. S. Department of Labor, Bureau of Labor Statistics, 1970-71.
2. Health Careers in Alabama, 4th Edition, 1970 Health Careers Council of Alabama.
3. Occupational Guide No. 36, Alabama Department of Industrial Relations.
4. Occupational Guide No. 50, Alabama Department of Industrial Relations.
5. Careers: The Institute for Research, Chicago Research No. 37 - Career as an electrical engineer.
6. Careers: The Institute for Research, Chicago Research No. 26 - What is the career for you as a medical doctor.
7. Careers: The Institute for Research, Chicago Research No. 219 - Scientific careers in chemistry.
8. Careers: The Institute for Research, Chicago Research No. 44 - Job and career opportunities as a pharmacist.
9. Careers: The Institute for Research. Chicago Research No. 2 - Career as a civil engineer.
10. Careers: The Institute for Research, Chicago Research No. 71 - Veterinary medicine as a career.
11. Careers: The Institute for Reserach, Chicago Research No. 113 - Career as a construction Electrician and Electrical Contractor.
12. Careers: The Institute for Research, Chicago Research No. 68 - Career as a medical technologist and medical laboratory technician.

Audio-Visual Materials

1. Film: Within These Walls - Merck Sharp and Dohme Film Library, West Point, Pennsylvania 19486.
2. Film: A Wider World; Merck Sharp and Dohme Film Library, West Point, Pennsylvani
3. Film: The Veterinarian; 864 West Peachtree Street, Atlanta, Georgia 30308. Texaco, Inc.
4. Film: Horizons Unlimited; Modern Talking Picture Service, 714 Spring Street, Atlanta, Georgia 30308.
5. Film: Story With No End; Modern Talking Picture Service, 714 Spring Street, Atlanta, Georgia 30308.

6. Film: Bartlett & Son: Modern Talking Picture Service, 714 Spring Street, Atlanta, Georgia 30308.

7. Film: Aluminum: Modern Talking Picture Service, 714 Spring Street, Atlanta, Georgia 30308.

8. Film: Pattern of a Profession: American Dental Association, 211 East Chicago Avenue, Chicago, Illinois 60611.

9. Film: Bright Future: American Dental Association, 211 East Chicago Avenue, Chicago, Illinois 60611.

10. Film: Tommy Looks At Careers: Chemistry; Sterling Movies, 43 West 61st Street New York, New York 10023.

11. Film: Art of Separation; United States Atomic Energy Commission, Savannah River Operations Office, P. O. Box A, Aiken, South Carolina 29802.

12. Film: Training Men For The Atomic Age; United States Atomic Energy Commission, Savannah River Operations Office, P. O. Box A, Aiken, South Carolina 29802.

13. Film: The Eternal Cycle; United States Atomic Energy Commission, Savannah River Operations Office, P. O. Box A, Aiken, South Carolina 29802.

14. Film: Atomic Biology for Medicine: United States Atomic Energy Commission, Savannah River Operations Office, P. O. Box A, Aiken, South Carolina 29802.

15. Film: The Silver Dioloma: Colorado School of Mines, Public Relations, Golden, Colorado 80401.

16. Film: Modern Metallography Equipment and Methods, Buehler, LTD., P. O. Box 830, Evanston, Illinois 60204.

17. Film: Research In Steel: U. S. Steel Corporation, Box 599, Fairfield, Alabama 35064.

18. Film: Welcome To Hercules: Hercules Incorporated, 910 Market Street, Wilmington, Delaware 19899.

19. Film: Careers in Oceanography; Commandant Sixth Naval District, U. S. Naval Base, Charleston, South Carolina 29403.

20. Film: Light in Shadows: The Story of X-Ray; Association Films, Incorporated, 227 Faulkner Road N. E., Atlanta, Georgia 30324.

21. Film: A Career in Bacteriology: Becton, Dickinson and Co., Rutherford, New Jersey 07070.

22. Film: Stars In Their Eyes; Department of the Air Force, USAF Central Audio-Visual Library, AF Audio Visual Center, Norton AFB, California 92409.

23. Film: The Year of 53 Weeks; Department of the Air Force, USAF Central Audio-Visual Library, AF Audio Visual Center, Norton AFB, California 92409.

24. Film: They Major In Missiles: White Sands Missile Range, White Sands, New Mexico.

25. Film: Its you against the problem; National Aeuronautics and Space Administration, NASA George C. Marshall Space Flight Center, Public Affairs Office, Huntsville, Alabama 35812.

26. Film: Aviation Workshop; Federal Aviation Administration, FAA Film Library, AC-921, P. O. Box 25082, Oklahoma City, Oklahoma 73125.

COMPENSATORY UNIT OUTLINE
FOR
VOCATIONAL EDUCATION EXEMPLARY PROGRAM

Russellville City Schools
Russellville, Alabama 35653

Instructional Unit: Occupational Mathematics (Compensatory)

Estimated Time: 36 weeks

Instructor: Mrs. Patricia Bailey

Instructional Goals:

1. To introduce students to the basic mathematic principles.
2. To help students understand and apply these basic mathematic principles to their everyday work and living.

Instructional Objectives:

1. Students should be able to multiply, divide, add, and subtract whole numbers.
2. Students should be able to add, subtract, multiply, and divide common and decimal fractions.
3. Students should be able to find percentages of numbers and apply these percentages.
4. Students should be able to use the ruler correctly in his trade and everyday living.
5. Students should be able to work with common measurements used in everyday living.
6. Students should be able to find the square and cubic of figures.
7. Students should be able to fill out sales slips and take inventory.
8. Students should be able to set up and develop a simple record system.

COMPENSATORY UNIT OUTLINES - MATHEMATICS AND COMMUNICATIONS

Topic Outline	Teaching-Learning Activities	Learning-Resources No./ Pages
I. Introduction	Discuss how math will help each student in his own trade and everyday living.	
A. Necessity for knowing basic mathematics.	Discuss the benefits of knowing math to people in various trades-plumbers, welders, housewives, television repairmen.	6/28 min. film
II. Basic Mechanics		
A. Addition	Have students work various problems of this type (use some duplicate copies)	2/310, 284-285 4/294-295
B. Subtraction	Have students work various problems of this type. (use some duplicate copies)	2/310 2/286 4/299-303
C. Multiplication	Have students work various problems of this type. (use duplicate copies, practice oral, do multiplication crossword puzzles)	2/287-288 4/303-308
D. Division	Have students work various problems of this type.	2/289-294 4/308-311
III. Fractions		
A. Common fractions 1. addition 2. subtraction 3. multiplication 4. division	Discuss: What are common fractions? How do we use them? Have students work various common fraction problems.	1/32-82 3/285-289
B. Decimal fractions 1. Addition 2. subtraction 3. multiplication 4. division	Discuss: What are the differences between common and decimal fractions? Have students work various problems of this type.	1/82-129 4/314-328
IV. Percentages	Discuss: How are percentages used? (1) Finding rate of commission. (2) Finding the per cent of a number (3) Finding what per cent one number is of another number. (4) Finding the amount of decrease (5) Used in keeping accounts (6) Finding rate of interest (7) Finding rate of discount Compare percentages, common fractions and decimal fractions.	1/130-152, 201, 197-198 4/128-148 5/49-52

		(How are they similiar? How are they different? How are they related?) Have students work various percentage problems (use duplicate copies)	
V.	Common Measurements	Discuss how seconds, minutes, hours, days, and weeks are related. Use visual aids. Have students work various time problems.	1/176-180 2/161-167
	A. Time		
	1. Second		
	2. Minute		
	3. Hours		
	4. Day		
	5. Week		
	B. Distance	Discuss: how are inches, feet, yards, rods, and miles related? How many inches	
	1. inch	in a foot? How many feet in a yard? How	1/178-170
	2. foot	many inches in a yard? How many yards	
	3. yard	in a rod? How many feet in a rod? How	2/154-155
	4. rod	many rods in a mile? How many feet	
	5. mile	in a mile? How many yards in a mile? Use visual aids. Have students work various problems.	
	C. Weight	Discuss how ounces, pounds, and tons are related. How many ounces in a	
	1. ounce	pound? How many pounds in a ton?	
	2. pound	How many ounces in a ton?	
	3. ton	Have students work various weight problems. (use duplicate copies and transparencies)	1/172 2/167
	D. Liquid Measure	Discuss how cups, pints, ounces, quarts, and gallons are related.	
	1. cups	How many cups in a pint?	
	2. pints	How many ounces in a pint?	
	3. ounces		1/173
	4. quarts	How many pints in a quart?	
	5. gallons	How many quarts in a gallon? Use visual aids. Have students work various problems.	
	E. Dry Measure	Discuss the differences in dry and liquid measure. How are pints,	2/158-159
	1. pints	quarts, pecks, and bushels related?	1/174
	2. quarts	How many pints in a quart?	
	3. pecks	How many quarts in a peck?	
	4. bushel	How many pecks in a bushel? Have students work various dry measure problems.	

VI. Use of the ruler	Discuss: What is a ruler? What is a ruler used for? Have students study various rulers and measure various objects and lines using these rulers. Have students work problems dealing with the use of the ruler.	1/154-168 4/16-23 5/5-7
VII. Square	Discuss: What is the square of a figure? Use visual aids. Have students work various problems dealing with the square of a figure.	1/287-289 4/207-226 5/73-75
VIII. Cubic	Discuss the term "Cubic." How do you find cubic? Have students work various problems dealing with cubic. (duplicate copies)	4/226-229 5/73-75
IX. Sales Slips	Discuss: What is a sales slip? How do you fill out a sales slip? How do you file and post sales slips? How do you blance sales slips? Have students fill out actual sales slips. Have students work problems based on the above questions.	1/219-223 5/52
X. Inventory	Discuss: What is inventory? How do you take inventory? How do you check packaging slips? What is "stocking?" Have students work problems based on the above questions.	4/169 5/55
XI. Keeping Records	Discuss: the importance of keeping records; the importance of having a system for keeping records. Have students work problems dealing with this.	

LEARNING RESOURCES

Resource No.	Title and Source

Reference and Materials

1. Finkelstein, Milton and Frankson, John R. Mathematics, Cambridge Book Company, Inc., Bronxville, New York, 1960.

2. Morton, Robert Lee. Modern Arithmetic Through Discovery 5, Silver Burdett Company, Morristown, New Jersey, 1963.

3. Morton, Robert Lee. Modern Arithmetic Through Discovery 6, Silver Burdett Company, Morristown, New Jersey, 1963.

4. Peters, M., Going Places with Mathematics, Prentice-Hall Inc., Englewood Cliffs, New Jersey, 1956, 1962.

5. Peters, M., Going Places with Mathematics Practice and Test Book, Prentice-Hall Inc., Englewood Cliffs, New Jersey, 1956, 1962.

Audiovisual Materials

6. Film: "Mathematics in Daily Living." McGraw Hill, New York, N. Y.

COMPENSATORY UNIT OUTLINE
FOR
VOCATIONAL EDUCATION EXEMPLARY PROGRAM

Russellville City Schools
Russellville, Alabama 35653

Instructional Unit: Occupational English (Compensatory Communications)

Actual Time: 36 Weeks

Instructor: Mrs. Patricia Bailey

Instructional Goals:

1. To introduce students to the basic principles of communications.
2. To help students understand and apply these basic principles to their everyday work and living.

Instructional Objectives:

1. Students should be able to speak properly.
2. Students should have proper listening habits.
3. Students should be able to express themselves well.
4. Students should be able to use the dictionary correctly.
5. Students should be able to write proper business letters.
6. Students should be able to address envelopes correctly and know about the various postal services.
7. Students should know the correct way to write a telegram.
8. Students should know the correct telephone technique to use when placing various calls.
9. Students should know the various techniques to follow in getting a job.
10. Students should be able to participate in a correct way in group meetings.
11. Students should be able to fill out various banking forms.

Topic Outline	Teaching-Learning Activities	Learning Resources No./ Pages
I. Introduction		
A. Necessity for knowing the basic principles of communications.	Discuss how proper English will help each student in his own trade and everyday living. Discuss the benefits of knowing proper English to people in various trades--plumbers, welders, housewives, and television repairmen.	1/3-8 3/3-20
II. Proper Speech Habits	Discuss some "common mistakes" made by people in their everyday speaking.	1/234-252, 356-358, 362-366, 375-388
A. Selection and use of proper words and phrases.	(a) ain't (b) this here (c) double negative (d) incorrect use of pronouns (e) incorrect tense of verbs Have students work on these "common mistakes" in written assignments. (duplicate copies may be used)	3/99-139 5/25-26 2/412-435
B. Business Language	Discuss what is meant by business language. Have students work on this orally and in written assignments.	3/214-239
III. Proper Listening Habits	Discuss: What are proper listening habits? Why is it important to listen closely to what a speaker is saying? What is one of the best ways to compliment a speaker? Have a student speak to the rest of the class on a subject he enjoys. Have the other students practice proper listening habits. Have these students list the important points the speaker has made.	1/33-36
IV. Self-Expression	Discuss: What is good self-expression? What is involved in self-expression? (1) facial expression (2) posture (3) gestures (4) persuasive speaking	1/96-102 2/155-165 3/147-174 4/147-182

		Divide the students into groups and have each student talk to his group about a subject on which he has definite views. After he has spoken see how many students in his group agree with his view. Remind the students to use good facial expression, good posture, and gestures.	
V.	Use of the Dictionary	Discuss: Why does everyone need to know how to use the dictionary? why do you as students, need to know how to use the dictionary? How will it benefit you after graduation to know how to use the dictionary? Have students work with the dictionary - (Use duplicate copies) Have students look up various terms they will use in their particular trade. Look up meanings of words, the pronunciation of words, where various words originate, what part of speech various words are and etc.	2/219-234 3/21-44 5/46-47 7/15 min. film 8/14 min. film 9/28 min. film
VI.	Business Letters	Discuss: What are the differences between a business letter and a friendly letter? Show students various styles of business letters paying close attention to the various parts of the letter - (a) heading (b) inside address (c) salutation (d) body of letter (e) complimentary closing (f) signature Have students write various style business letters.	1/65-68 1/127-149, 184-188 3/195-215 5/42
VII.	Envelopes	Have students practice the folding of business letters.	1/127-142
	A. Addressing envelopes.	Show students the various methods of addressing envelopes. (use visual aids) Have students practice these various methods.	3/211-214

	B. Postal Services	Discuss precautions to take before releasing mail. Discuss various postal services with the students. Discuss different classes of domestic mail. Discuss the opening, dating, distributing, organizing, and routing of incoming mail. Use visual aids.	1/127-142 3/2110214
III.	Telegraph Service	Discuss the various type telegrams: full rate day letter night letter special telegraph service telegraph money orders Use visual aids. Have students prepare various type telegrams.	1/156-158 4/91- 100
X.	Telephone Techniques		
	A. Incoming calls	Discuss different ways of answering the telephone. Discuss various ways of giving information. Discuss the transfer of calls. Have students practice taking messages accurately.	1/107-115 4/79-85
	B. Outgoing calls	Discuss the various uses of the telephone directory. (1) alphabetical directory (2) yellow pages (3) personal directory Have students look up various telephone numbers in the directory.	1/116-121 4/86-90
	C. Long Distance calls	Discuss the various types of long distance calls (the rates and cost of each) Discuss the difference between station-to-station, person-to-person, and direct distance dialing.	1/22 4/67-73
	Getting a Job A. Want Ad	Discuss the different type want ads. Have students look up various want ads in the local newspapers.	1/62-64 10/12.3 min. film

B. Letter of Application	Discuss the style of the letter of application. What should be said in the letter of application? Have students pick out a "help wanted ad" and let them practice writing a letter of application for the ad.	1/65-68
C. Interview	Discuss what is usually said at an interview. Have students take part in various interviews staged in the classroom.	1/69-72 11/12 min. film 12/12 min. film
D. Application Form	Have students bring different type application forms to class. Discuss various application forms and what different terms on the form mean. Have students practice filling out various application forms.	1/73-76
XI. Group Meetings		
A. Duties and responsibilities of officers.	Discuss the various duties and responsibilities of officers.	
B. Order of business.	Discuss the order of business of group meetings.	
C. Basic practices.	Discuss the basic parliamentary practices of a group meeting. Discuss: How are motions made and how are they passed? Have class carry on a group meeting. (appoint officers and etc.)	
XII. Banking Forms.	What are the different type banking forms? Have students practice completing various forms. (1) writing checks (2) endorsing checks (3) savings account (a) withdrawals (b) adding to (4) depositing money into checking account	1/150-155 4/183/205

LEARNING RESOURCES

Resource No.	TITLE AND SOURCE

References and Materials

1. Carlin, Jerome, Christ, Henry D. Holder, Glenn. English On The Job Book I, Globe Book Company, New York, N. Y., 1970.

2. Carlin, Jerome, Christ, Henry D. Holder, Glenn. English on The Job Book II, Globe Book Company, New York, N. Y., 1970.

3. Jochen, Albert E., Shapiro, Benjamin. Vocational English I, Globe Book Company, New York, N. Y., 1968.

4. Jochen, Albert E., Shapiro, Benjamin. Vocational English II, Globe Book Company, New York, N. Y., 1968.

5. Language Drills and Tests, Hayes School Publishing Co., Inc., Wilkinsburg, Pennsylvania, 1967.

Audiovisual Materials

6. Film: "Requirements in the World of Jobs." Society for Visual Education, Inc., 1345 Diversey Parkway, Chicago, Illinois.

7. Film: "The Dictionary I." McGraw Hill, New York, N. Y.

8. Film: "The Dictionary II." McGraw Hill, New York, N. Y.

9. Film: "Using a Dictionary." McGraw Hill, New York, N. Y.

10. Film: "Your First Job." Guidance, Associates, Inc., Pleasantville, N. Y.

11. Film: "Your First Job: Part II." Guidance, Associates, Inc., Pleasantville, N. Y.

12. Film: "Your Job Interview, I and II." Guidance Associates, Inc., Pleasantville, N. Y.

EVALUATION MATERIALS

INTER-DISCIPLINARY APPROACH TO CAREER DEVELOPMENT THROUGH A HIGH SCHOOL PROGRAM OF OCCUPATIONAL EDUCATION

Progress Report
1970 - 1971

Prepared by

Occupational Research and Development Unit
Auburn University
Auburn, Alabama

INTRODUCTION

The central objective of the program is to demonstrate principles and practices related to use of the inter-disciplinary approach by vocational educators and guidance counselors in a secondary school setting. Attention is focused on assisting students in making a realistic self appraisal through appropriate occupational information and instruction to best prepare them to make the transition from the school to the world of work.

The inter-disciplinary approach to vocational instruction as carried out introduces a new aspect to program development in Alabama.

The underlying concept of the proposed program is that vocational choice and preparation is a continuing process which spans a long period of time and requires a concerted effort by educators to develop a process by which a student can realistically select and attain success in a given vocation.

The program involves utilization of the vocational personnel, counseling services, and facilities of a secondary school.

The results of this project have implications for the implementation of similar inter-disciplinary programs on the local, state, and national levels.

OBJECTIVES

The central purpose of the program is to demonstrate the functional principles and practices related to the use of the inter-disciplinary approach for teaching occupational education by vocational teachers and school guidance counselors. More specifically the program objectives are:

1. To provide student counseling services necessary to assist students in appraising their current interests, aptitudes, skills, and personalities in relation to occupational preferences.

2. To provide an occupational information program to acquaint students with the economic and organizational structure, occupational relationships, and other related occupational information pertaining to the major occupational fields.

3. To provide an inter-disciplinary instructional program to assist students in developing the basic understandings, skills and abilities needed for job entry and/or continuing education in occupational areas in which the school offers vocational instruction.

PROGRAM DESCRIPTION

A. Fourth, Fifth and Sixth Grades

An occupational information program will be initiated during the 1971-1972 school year to create interest about occupations at an earlier age. The counselors from the secondary school will assist elementary classroom teachers in the integration of occupational information into their regular classroom activities.

B. Seventh and Eighth Grades

Counselors have met with all junior high school students and introduced the occupational guidance program and explain the purposes of counseling services. A brief overview of the occupational guidance program has been presented to create an interest in and stimulate thought about the importance of occupational choice.

To establish a starting point for guidance, an occupational interest inventory has been administered to all seventh grade students. All eighth grade students have been administered an aptitude and a personality test which has been discussed.

Seventh and eighth grade students have been encouraged to examine and participate in informal exploration activities which helped to stimulate further exploration and widen interest areas. Interest inventory scores have been discussed with students by guidance counselors.

Parents have been provided information about the content and activities of the program and have been encouraged to seek further information about its designed scope and purposes.

C. Ninth Grade

Occupational interest aptitude and personality inventories have been administered to all students at this grade level. These inventories will be used by counselors and the vocational staff in counseling students.

Each student with assistance from the counselors and vocational staff has interpreted and evaluated his aptitude, interests, academic skills, and personality.

Concurrent with and supplemental to the guidance activities has been a planned program of occupational information. The occupational information program has been conducted by vocational teachers and guidance personnel one period per week and has consisted of directed study of broad occupational groupings as classified in the Dictionary of Occupational Titles.

At the conclusion of the ninth grade occupational information and guidance program, the student, with the participation of his parents and the vocational personnel, will be encouraged to express an occupational preference. The student's expressed occupational preference will guide the student, his parents, and school personnel in determining whether the student will enter an academically or vocationally oriented program.

D. Tenth-Twelfth Grades

Students who elect the vocational curriculum select a vocational instruction program and are assigned a faculty advisor. The faculty advisor is a teacher from the vocational area selected by the student and he assists the student in selecting course offerings during the remainder of his career development program.

All course offerings are generally structured on a six-weeks block basis. Each block will be a self-contained unit of instruction. Each student with the assistance of his advisor will develop a sequential program of eighteen units. Of these, no more than six, or two per year, are selected from inter-disciplinary units. The remainder will be units from the student's major area. Inter-disciplinary units have been reduced to three week units of which only two per year are required per student.

During the tenth grade, the student receives a six-weeks unit of occupational information which is pertinent to and taught by teachers in his major field. In the eleventh and twelfth grades the occupational information is integrated with the subject matter units. Instructors have developed all occupational units for this purpose.

If, upon entry of the selected vocational information instruction program, the student does not make satisfactory progress and/or is not satisfied with his choice, he is allowed and provided guidance in making a more appropriate selection. When appropriate, a new advisor is assigned to correspond with the new program.

Student personnel services are provided for all students to assist them in adjusting to the vocational program and procedures and to provide for continued in-school vocational counseling.

During the final semester of a student's career development program, teaching and guidance personnel are providing a planned instruction and counseling program to prepare him to find and secure suitable employment. This, then concludes the formal high school career development program.

It is anticipated that upon graduation the student will make a decision to either accept employment or continue his formal education. If at any time after leaving high school a former student desires further vocational education, he may avail himself of guidance and instructional services which are provided by or in conjunction with the school. Student personnel services will be provided to assist him in choosing appropriate courses and vocational instruction will be provided.

Student personnel services also include placement activities as an integral phase of the programs in hopes of the school being thought of as a place to gain employment.

Schools involved in the project are the elementary school, the middle school, and the high school. These are the only schools in the Russellville City School System. The Russellville High School is the only high school within a 75 mile radius that offers a comprehensive program in vocational education.

Prior to initiating the instructional program, a one-day workshop was conducted using consultive services for the purpose of faculty orientation. Further workshops and planning sessions have been held to develop guidelines for the development of teacher guides and other materials for the program.

Three types of preliminary material have been developed: (1) teacher guides for the inter-disciplinary subject matter units dealing with specific occupational areas, (2) general and integrated occupational information units containing information pertinent to related subject matter areas, and (3) guides for guidance and counseling.

In addition to the existing vocational staff, university personnel have been utilized in selecting and developing procedures and materials. Consultants have been utilized to provide direction in all phases of program planning and evaluation.

REPORT SUMMARY

The most significant evaluative findings by the review team from the Occupational Research and Development Unit, Auburn University were as follows:

1. The guidance and counseling activities are one of the most outstanding phases of the program. The occupational information phase of the project will be expanded to include the fourth, fifth and sixth grades beginning the 1971-72 school year.

2. The inter-disciplinary phase of the program has been reduced to three weeks per unit and several additional inter-disciplinary units have been added. The review team questions the advisability of at least two of those units added especially since students are required to take two units per year.

3. The inter-disciplinary units were first on an elective basis but it was later felt by teachers and administrators that these units should be required. Only two students, out of forty-seven, who were asked to relate their feelings about the program, expressed dissatisfaction in being required to take the units.

4. Business and industry needs to be involved more in program development.

5. Excellent facilities exist for the program.

6. An outstanding testing program is being initiated for student and program evaluation.

7. Compensatory education (remedial) is developing into an integral phase of the vocational program. It will be expanded to include more students for the 1971-72 school year as a result of the success demonstrated this year.

8. All instructors appeared to have spent considerable effort in the development of the occupational information units for their individual programs.

9. The curriculum is generally well accepted by students.

10. A specialized vocational department library is in the developmental stage which includes guidance materials and reading materials for varied reading levels.

11. Continuous planning sessions are held by staff for program improvement purposes. Many program adjustments have been made as a result of these sessions.

12. All guidance counselors appear to spend most of their time with non-college bound youth.

13. The placement phase of the program is developing into an important aspect of the project.

REVIEW TEAM EVALUATION INSTRUMENT

EVALUATION INSTRUMENT FOR EXEMPLARY PROGRAMS IN VOCATIONAL EDUCATION

School of School System Russellville High School

Program Title: Inter-disciplinary Approach to Career Development Through a High School Program of Occupational Education

School year 1970-71 Year of Operation First .

Function	Appraisal Factor	Scale							Findings and Stipulations
		Does not apply	Nonexistent	Ineffective	Needs improvement	Acceptable	Commendable	Outstanding	
		X	0	1	2	3	4	5	
. Administration nd Supervision	1. Responsibility for the program is functionally assigned to one individual.						X		Program coordinator has full responsibility for providing leadership for the program.
	2. Teachers and counselors have completed self-appraisal instruments for their respective programs.						X		Self-appraisal instruments are on file in program coordinators office.
	3. Students are following their planned courses of study.						X		Each student has selected two inter-disciplinary units this year after consulting with a major advisor.
	4. Teachers have teaching plans for each unit of instruction included in programs.						X		Every instructor has teaching units developed for his inter-disciplinary units.
	5. Program is being promoted with school faculty, students, parents and community groups.						X		Project director, local vocational director and counselors have discussed program in faculty meetings and civic groups. Consultants have discussed program with local advisory council. Program has been discussed with many student groups.

Function	Appraisal Factor	Scale							Findings and Stipulation
		Does not apply	Nonexistent	Ineffective	Needs improvement	Acceptable	Commendable	Outstanding	
		X	0	1	2	3	4	5	
A. Administration and Supervision (Cont'd.)	6. Program results are being coordinated and disseminated	X							
	7. School is involving business and industry in program development.				X				Plans are being made to get more cooperation from business and industry in progra development. A mailing lis is almost complete and project director noted that he will spend more time in the future working with busines and industry.
	8. Cooperative arrangements have been made with other school systems or non-profit private schools.	X							
	9. Advisory committees are properly constituted and active.					X			One major program advisory committee is properly constituted.

Function	Appraisal Factor	Scale							Findings and Stipulations
		Does not apply	Nonexistent	Ineffective	Needs improvement	Acceptable	Commendable	Outstanding	
		X	0	1	2	3	4	5	
Facilities	10. Adequate classroom space is available for all phases of the program.							X	New school and generally runs at capacity.
	11. Basic laboratories and equipment are provided for the exploration and orientation functions.				X				More exploratory activities need to be provided earlier in the program.
	12. Specific skills laboratories and equipment are available and current with business and industry practices.							X	Program contains outstanding specific skills laboratories.
	13. Safety is prominent in the design and operation of the classrooms and laboratories.						X		
	14. Arrangements have been made in the community for the use of specialized equipment and facilities not available at school.				X				No evidence of arrangements made for the use of specialized equipment for teaching specific skills to only a few students.

Function	Appraisal Factor	Scale							Findings and Stipulations
		Does not apply	Nonexistent	Ineffective	Needs improvement	Acceptable	Commendable	Outstanding	
		X	0	1	2	3	4	5	
C. Curriculum	15. Activities and experiences are being conducted to enhance self-understanding in relation to the world of work at the junior high level.						X		Strong junior high guidance and testing program contributes much in aiding students to understand their relationships to the world of work. Resource people add much to guidance effort also. More
	16. Provisions have been made for exploratory and preparatory instruction at the senior high level.						X		activities are needed to provide more exploratory experience for the junior high student though.*
	17. Provisions are made for work experience, cooperativ education and similar programs for all students during the school year and or in the summer, making possible a wide variety of occupational offerings.						X		Summer plans have been made by instructors for providing educational experiences for those students who desire and are placed in cooperative education programs or work experience situations.
	18. Provisions are made for potential dropouts, general and academic students, not previously enrolled in voca tional programs to receive specific intensive training in job entry skills just prior to leaving school.	X							

*A junior high administrator noted that the program is such a success that more time periods will be devoted to career study next year. He also noted that more grade levels would beco involved.

Function	Appraisal Factor	Scale							Findings and Stipulations
		Does not apply	Nonexistent	Ineffective	Needs improvement	Acceptable	Commendable	Outstanding	
		X	0	1	2	3	4	5	
C. Curriculum (Continued)	19. Provisions are made for intensive occupational guidance and counseling for students before they terminate, generally increased just before student's termination and for initial job placement.	X							
	20. Provisions are made for releasing young workers from jobs on part-time basis to increase educational attainment.	X							
	21. New approaches and tested innovations which have emerged from recent research and demonstrations are utilized.						X		Approaches and innovations discussed in proposal are being utilized. Project coordinator, counselors and instructors frequently search the literature and introduce new approaches into the program. The ORDU has provided some basic information from reviews of the literature.
	22. Provisions are made to motivate and provide pre-professional preparation for potential vocational teachers.	X							

Function	Appraisal Factor	Scale							Findings and Stipulations
		Does not apply	Nonexistent	Ineffective	Needs improvement	Acceptable	Commendable	Outstanding	
		X	0	1	2	3	4	5	
C. Curriculum (Cont'd.)	23. Provisions are available for student movement between academic and vocational instruction.						X		Provisions are available but no evidence was apparent that any student had moved back into the academic program.
	24. Provisions have been made for broad occupational orientation for all students at the elementary and secondary levels to increase student awareness of range of career options.						X		An excellent occupational orientation program exists at the junior high and secondary level. An occupational orientation program will be initiated at the elementary level beginning the 1971-72 school year. Occupational information will also be provided in many of the regular academic programs.
	25. Compensatory education for vocational students is an integral part of the program.							X	Instructors in vocational programs refer students for compensatory instruction. Compensatory instructors work with the vocational instructors in developing readings and math problems for study and in identifying terminology for spelling.*

*Administrators noted that more time will be spent in providing compensatory instruction for even more students for the year 1971-72.

Function	Appraisal Factor	Scale							Findings and Stipulations
		Does not apply	Nonexistent	Ineffective	Needs improvement	Acceptable	Commendable	Outstanding	
		X	0	1	2	3	4	5	
. Curriculum Cont'd.)	26. The curriculum is accepted by the student body.						X		Comment*
	27. The program is designed to develop in students vocational maturity and positive attitudes toward work.							X	Total program is centered around a theme of work and is designed to develop vocational maturity and a positive attitude toward work.
	28. Staff members are providing occupational information in their area of specialization.							X	All vocational staff members have prepared units on occupational information in their area of specialization. They are now in the process of integrating it into their courses. A great deal of research appears to have gone into this phase of the project.
	29. The program is designed to broaden and improve the vocational education curriculums.								When program results are in all materials will be published in hopes of improving other vocational curriculum.

he interdisciplinary units were scheduled for six week periods in the proposal. Complaints y students and faculty indicated units were too long so adjustments were made. Units were educed to three week units. Units were optional for students to begin with and later the administration began to require courses and students appeared to resent this procedure. Once tudents were in the courses though, they noted on several occasions that they were extremely eneficial.

eacher comments

."The modification made on units helped make them more desirable to students. I certainly think we should continue to make changes and improve on the program because it can be a very valuable addition to our curriculum."

."When I first began teaching my unit I was aware of a resentment in all students sent to me because they were required to take the course.

ther teaching comments are included in the Supplemental Information.

tudent Comments

See Student Comments Attachment in Supplemental Information.

Function	Appraisal Factor	Scale							Findings and Stipulations
		Does not apply	Inconsistent	Ineffective	Needs improvement	Acceptable	Commendable	Outstanding	
		X	0	1	2	3	4	5	
D. Instruction	30. Teachers are employed and assigned to instructional duties within their area of competency.							X	Teacher-coordinators have varied backgrounds and are assigned to instructional areas most closely related their backgrounds. Teachers are also working to gain competencies in many additional areas.
	31. Teacher loads are adjusted to levels which allow for preparation, student personnel services, and curriculum development.						X		Teacher-coordinators have on period for preparation, student personnel services and curriculum development.
	32. Outside consultants and specialists other than professional educators are being utilized.					X			
	33. Exchange of personnel between schools, industry and school, school and other agencies, institution or organizations is practiced.	X							
	34. Program developing positive faculty and student attitudes toward vocational education.						X		Discussions with students and other faculty members revealed a more general acceptance of vocational education. Some faculty members were asking additional ways they might get vocational programs in their schools

Function	Appraisal Factor	Scale							Findings and Stipulations
		Does not apply	Inconsistent	Ineffective	Needs improvement	Acceptable	Commendable	Outstanding	
		X	0	1	2	3	4	5	
. Instruction Cont'd.)	35. Program is being served by a central library in which a career theme is prevalent.						X		A specialized vocational department library is still in the developmental stage. Excellent guidance materials are kept in this area along with other materials for varied reading levels.
	36. Specialized department references are available fo all majors.						X		Each department has numerous specialized reference materials.
	37. An organized and systematic program of instructional evaluation is present and students are performing at a predetermined level.					X			Discussion has been given to the use of behavioral objectives in the program. A series of standardized exams will be used in all phases of the program where exams have been developed.

Function	Appraisal Factor	Scale							Findings and Stipulations
		Does not apply	Nonexistent	Ineffective	Needs improvement	Acceptable	Commendable	Outstanding	
		X	0	1	2	3	4	5	
E. Student Personnel Services	38. Provisions are made for obtaining information about students.						X		Each student has a major advisor who obtains from the student critical information. The department has an excellent testing program that provides much information about students.
	39. Provisions are made for the maintenance and use of the information about students.						X		Counselors discuss with the instructor how the information gathered may be of use to him in helping students in his program. Counselors also discuss with students information that will aid them in appraising their current interest, aptitude skills, and personalities in relation to occupational preferences.

Function	Appraisal Factor	Scale								Findings and Stipulations
		Does not apply	Nonexistent	Ineffective	Needs Improvement	Acceptable	Commendable	Outstanding		
		X	0	1	2	3	4	5		
Student ersonnel Services Cont'd.)	40. Well developed, active guidance program for non-college bound youth is functioning.							X		Two counselors spend most of their time with non-college bound youth*. Numerous guidance activities are well incorporated into the curriculum. These are individual as well as group activities and they are conducted at all school levels.
	41. Students are selecting vocational courses that relate to their interest, aptitude and personality.						X			Students along with the major advisors, after studying and discussing information about the student are selecting vocational and interdisciplinary units that relate to student interest, personality and aptitude.
	42. Placement of graduates is considered a school responsibility and is functionally coordinated by one person.							X		Each instructor and project director is making placement plans for students. Possible employers names are being compiled for mailing pertinent information about students. Many personal contacts have already been made for this purpose*.

*Superintendent stated that project director would spend more time now with potential employees for the purpose of locating permanent employment for program terminees.

Function	Appraisal Factor	Scale							Findings and Stipulations
		Does not apply	Nonexistent	Ineffective	Needs improvement	Acceptable	Commendable	Outstanding	
. Student ersonnel ervices (Cont'd.)	43. The vocational faculty and staff are committed to placement and follow-up of every school terminee.								
F. Public Relations	44. The program is being actively publicized and promoted locally and statewide.						X		Staff members have discussed program with state supervisors and several newspaper articles and letters to congressmen and senators have been written about programs.

Function	Appraisal Factor	Scale							Findings and Stipulations
		Does not apply	Nonexistent	Ineffective	Needs improvement	Acceptable	Commendable	Outstanding	
		X	0	1	2	3	4	5	
F. Public Relations (Cont'd.)	45. The program is being actively publicized and promoted locally and statewide.								
G. Evaluation	46. Plans are in existence for planning, modification and development on a continuous basis.						X		Meetings are held weekly for planning, modifying and developing the program. Because of these sessions several beneficial changes have been made. Example: Time span of inter-disciplinary units was reduced.
	47. Plans are in existence for evaluating and monitoring the program.								Program has been monitored five times during the year for evaluation purposes.

SUPPLEMENTAL INFORMATION

TEACHER COMMENTS

I think the Interdisplinary Units are very valuable to the student body. The courses are now designed to help students in everyday life with many problems they might encounter. The big disadvantage to the units is that they require the students to be away from their regular classes so much. This makes it hard for the teacher to get in all the required units. As a whole I think the program is good and very beneficial to the student involved. I would like to see the units offered to all student other than the Vocational students. I believe the Interdisplinary Units have added great value to our school and especially to our Vocational Department.

My personal opinion of the exemplary program were one of disappointment when I first began teaching my units. I was very much aware of a resentment in all the students sent to me. Most students both told me they did not want to be out of their regular classes and be "forced" to take something else. They said, too, if they had wanted this type subject they would have taken it to begin with. I felt in the beginning, and still do, that the program could be good. Perhaps making only a few days a week would be better.

I think the units are valuable information for most students.

The modifications made on the units helped make them more desirable to the students.

I have my doubts as to whether all students should be required to take the same amount of units. For example, [redacted].

I certainly think we should continue to make changes and improve on the program because it can be a very valuable addition to our curriculum.

Reaction to exemplary program.

The exemplary program can be an asset to any vocational program. The emphasis on guidance in the lower grades is good. also, the interdesciplinary units can be of help to students in related areas. Scheduling of students in the interdesciplinary units should be on the individual students needs and not on the needs of the entire class. Unit scheduling has been a problem, but this seems to be improving. Overs-all, the exemplary program shows promise.

I think all the courses offered were worthwhile as far as knowledge is concerned. However, I think the things offered to these students in a business classroom would help them have better success in the business world. Its a matter of deciding whether we want to teach the students the things they will need most in their chosen field or a by-product. for example, a secretarial student typing or landscaping. Also there was too much repetition in some of the units.
I like the 3 wks deal better than the 6.
But I would say only 2 three wks during a year.

STUDENT COMMENTS

"In the beginning I thought this was a time-waster, but it proved differently. From these classes I achived more than I ever could from regular schoolwork. The classes were taught by the teachers with a dedicated interest.

An improvement would be to let everyone in the school participate in these classes. They would be helpful to everyone, even if they aren't taking Vocational education.

I am presently a 3rd year Home Economics student. I have taken the [redacted] interdesciplinary unit. I really enjoyed this unit because it made you understand yourself so much better. I believe that every-one could use a course in it. Not only the vocational dep-artment, should be able to use the unit, but the whole school because it would be benefitial to everyone.

I've taken two interdisciplinary units this year, [redacted] and [redacted] I enjoyed taking both of them and I learned quite a lot about managing a business and [redacted] having a good relationship at home. I think this program should be available to all students though, instead of [redacted] just those taking vocational courses. Lots of the other students could benefit from them.

I thought the classes were worthwhile. I enjoyed them very much. They helped me in my work and family life. I enjoyed [redacted] very much it was educational and interesting.

The two courses we took seemed to be very helpful to me. The course in [redacted] helped me because I learned a lot of things about business that I didn't know. The course in [redacted] helped all of us learn to get along better with others.

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To me the two courses that I took this semester was very interesting. They were very educating in many ways. They taught me the responsibility of a family and how to handle money. I believe that everyone should take ____ and ____.

On the 12 weeks that we were out of our regular class I think we gained a great deal of knowledge. In our regular classes we would not have discussed the many things we discussed in the two six weeks courses. I believe that it was helpful to everyone who took it.

I don't think these units have helped me and I know a lot of other people feel the same way. It is something that we didn't ask to take but were made to do so. I think we are old enough to know good from bad and right from wrong and know how to get along and communicate with people. It is up to us, if we want to do this we know how and if we don't that should be our privilege.

I did not enjoy the courses because I was forced to take them. But as far as good instructive classes it was OK.

I do think enrollment should be voluntarily

I think the courses were very helpful to me + my classmates. I thought it was well worth the time spent out of class. They will also help me when I get out of high school. I think it should become a regular course.

I'm a [redacted] student and I came out of [redacted] to take the Marketing course under Mr. Blackwell. I enjoyed this class and I think it will help me in the future. This class couldn't be improved it covers the ~~[illegible]~~ marketing area very well. It would be better if it lasted a little longer than it does.

I took this course so
when I got out of school
to help me know how
to go about getting a job
when I get out of school
this span, I thought this
course was well worth
it time he cause taught me
many thing I dont think
you had to know to get one
one of the thing I though
could make the classes
better would be to let us
go to a store & be interview
And learn [redacted] the Process
of getting a job. To take
this course I came out
of [redacted].

I was in this unit for 8 weeks
and I came out of [redacted] &
[redacted] taught it, this was
a very Educational Progam, I
feel like if people really listen
and studied they really learned
something because it really
truly helped me out, I really think
the only way that it could be

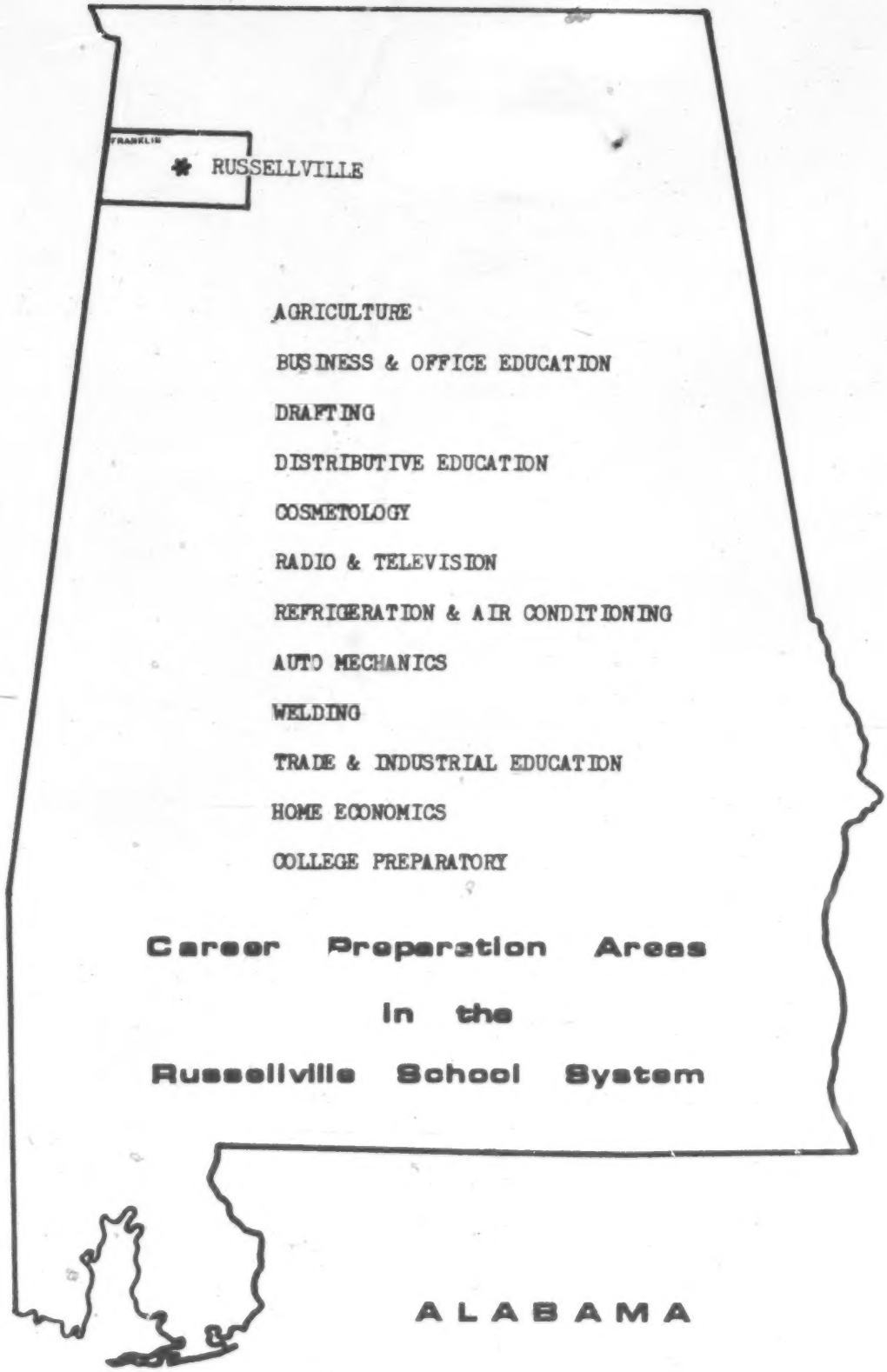
The courses that we took were good for us The [redacted] course was good in that it helped most of us with our jobs and in buying and selling. It helped us learn the importance of buying things on credit.

The [redacted] course helped everyone learn the importance of being able to communicate with other members of the family as well as our friends. It helped us learn the real meaning of our dating and relationship with the opposite sex. Altogether, I thought both courses were very good for all of us

I've only had one
interdisciplinary unit. This was
on [redacted]
I thought the class was
very interesting and I learned
a lot. This was the first
mixed class I've ever had,
and I thought this was good.
The only improvements I can
think of ~~is~~ would be to
have a longer unit and for
the class to have more open
discussion

What I like about the interdisciplinary unit.

I enjoyed the unit very much
because I learned a lot of facts
about life that I didn't know
and I liked it a lot but I
enjoy cooking the most because
the best way to a mans
heart is to his stomach in
other words everyone needs to
know how to cook.



AGRICULTURE

BUSINESS & OFFICE EDUCATION

DRAFTING

DISTRIBUTIVE EDUCATION

COSMETOLOGY

RADIO & TELEVISION

REFRIGERATION & AIR CONDITIONING

AUTO MECHANICS

WELDING

TRADE & INDUSTRIAL EDUCATION

HOME ECONOMICS

COLLEGE PREPARATORY

Career Preparation Areas

in the

Russellville School System